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ABSTRACT

The second of five volumes, this guide for first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory outline contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units on fundamental skills of writing, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form. (EL)

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CURRICULUM GUIDE IN COMMUNICATION ARTS for THE ELEMENTARY SCHOOL in LISTENING, SPEAKING, AND WRITING

Board of Education
City of Chicago

GRADE 1

LEVELS CD

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CS 209 177

CURRICULUM GUIDE IN COMMUNICATION ARTS FOR THE ELEMENTARY SCHOOL

LISTENING, SPEAKING, AND WRITING

GRADE ONE

RUTH B. LOVE
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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Chicago, Illinois

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PREFACE

The phrase "back to basics" permeates the educational arena. Throughout the nation, emphasis is being placed on the improvement of communication skills, especially that of writing. In order to accomplish this goal, however, all areas of the language arts must be developed. This guide is an attempt to integrate all four language arts areas: listening, speaking, reading, and writing. This integration of skills is vital if effective communication is to be characteristic of today's society.

Concerted efforts have been made to enhance the language arts program by the Chicago public schools. The development of this curriculum guide is the result of many years of intensive work. In the initial stages, a steering committee composed of coordinators, administrators, teachers, and students was formed to identify problems and concerns related to the language arts curriculum. In subsequent research and development, direct feedback from the schools was analyzed to assure the content validity of the communication subskill objectives contained in this guide.

Compiled in this publication is a language arts program stated in behavioral objectives that identifies language arts skills considered essential for competent communication. This guide provides a foundation for a classroom language arts program. This foundation will enable the appropriate staff to utilize materials and strategies for teaching language arts in an efficient and organized manner. The guide delineates specific language arts subskills which should be taught and/or reinforced at the appropriate grade.

As the learners progress through the language arts program of instruction, they gain basic communication skills that will assist them in reaching their fullest potential of academic excellence in all curriculum areas.

Note

Levels indicated in this publication correspond to grades as follows:

Level	Grade
A	Kindergarten
BCD	Grade 1

Some students master Level B skills in kindergarten. First-grade students who do not attend kindergarten must master Level A, B, C, and D.

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INTRODUCTION

A Design and Approach to the Teaching of the Language Arts

The Curriculum Guide in Communication Arts provides an outline of skills in listening, speaking, and writing. It has been designed to integrate, support, and extend the learnings of children who participate in the Chicago Mastery Learning Reading Program, a total basal reader program, a literature program, and/or any other reading program in which the student is participating.

A learner-centered, skill-oriented approach to the teaching of the communication arts is presented in this guide. The skills outlined direct learners to a mastery of the communication arts. Supportive teaching strategies and resources are presented to aid teachers in developing a program which will respond to the instructional needs of learners.

The communication arts guide is comprised of nine books. Each book is composed of three strands--listening, speaking, and writing. Each strand offers a complete program; however, many skills particular to a certain strand may be taught and mastered at one time through an integrative approach. Within each strand there is a breakdown of the subskills appropriate to each area. These subskills are presented in the following order:

> Listening, consisting of the subskill strands for attentive listening, informational listening, critical listening, and recreational listening.
>
> Speaking, consisting of the subskill strands for mechanics of speaking, ability to communicate orally, communication techniques, methods of delivery, and style.
>
> Writing, consisting of the subskill strands for fundamental skills, practical writing, and creative writing.

These subskills are fundamental to the learner's success in attaining competency in the communication arts. For each of these subskills, specific objectives are stated in behavioral terms. The objectives for each subskill progress from the fundamental to the advanced.

A section correlating key reading skill items in the reading guide to the objectives in the communication arts is included. Much of this cross-referencing indicates the conceptual process into which the skills are organized.

Suggestions for teaching strategies and/or classroom activities accompany the objectives. These focus upon mastery of the subskill stated in the objectives. Additional teaching/learning strategies found in textual, nontextual, and reinforcement materials may be provided by the teacher on the bottom section of each page. This easy reference device assists teachers in coordinating their materials with the guides. In each instance, a means of determining mastery of the objective is stated in behavioral terms as the criterion for mastery.

Interrelationship of the Communication Skills

Language arts is the basis of communication in all areas. It is the vehicle of expression and the tool of impression by which we acquire knowledge. In understanding and communicating ideas in any phase of the curriculum, the language arts are used.

The listening, speaking, reading, and writing facets of the language arts program are closely related. Listening and reading are considered the intake of the program (the impression); speaking and writing, the output (the expression). The term language arts represents the fusion of the skills of communication--the impressions and the expression--taught in relation to each other.

The skills outlined in this language arts guide show an interrelatedness of the expressive areas of the language arts. This relationship becomes evident to the teacher and learner alike as instruction in the language arts evolves. The learner begins to realize and understand that what he/she is able to hear or speak, he/she is able to read or write. And the teacher sees an integration of skills as he/she teaches certain skills or experiences in the language arts. Listening, speaking, reading, and writing all involve common experiences, observations, and thinking skills.

The advantage of breaking down these skills into specific strands and subskills is to delineate those skills involved in attaining proficiency in the language arts. As a whole program, these skills feature abundant experiences in the impression (listening and reading) and the expression (speaking and writing) skills of the language arts. They provide ample opportunities for the expression of the learner's innermost feelings, thereby helping him/her to express himself/herself in oral and written communication.

Communication through Listening

Good listening is one of the most important, most frequently used arts and should be developed at all levels of instruction. Every teacher of language arts provides learning situations and experiences which help to develop the listening abilities of the learner.

The four facets or strands of the language arts--listening, speaking, reading, and writing--are so interrelated that no single facet is independent of the others. Therefore, listening experiences are provided within the framework of

the total language arts program rather than in isolation. Special listening experiences devoted to the mastery of particular skills occupy a definite segment of time, but such instruction occurs as an integral part of ongoing learning experiences.

This listening program is based on four major subskills which are fundamental to the learner's success in attaining competency in listening skills. These subskills are Attentive Listening, Informational Listening, Critical Listening, and Recreational Listening. Subskills are categorized according to these four major areas and are stated in terms of behavioral objectives.

Emphasis should be placed on subskills as they become basic to the overall language arts program, since skills in attentive listening, informational listening, and critical listening are pertinent to progress made in speaking, reading, and writing.

Communication through Speaking

Through the speaking program, each learner develops abilities which make speaking an effective means of communication. Varied and meaningful experiences and skills in speaking are provided as a means of fostering a learner's growth in his/her ability to speak and think in a proficient manner. These experiences and skills are emphasized, since the mastery of skills in reading, listening, and writing is to a great extent dependent upon the learner's oral ability and development. The learner and teacher alike become aware of this dependence when the learner's speaking vocabulary becomes a part of his/her reading, listening, and writing vocabularies.

The speaking program evolves from carefully planned experiences integrated with the other facets of the language arts program. Such planning leads to purposeful activities aimed at establishing each learner's competency in the language arts. It also guides the learner toward using friendly, spontaneous oral expression as part of his/her ability to communicate. With practice, the learner will--

participate spontaneously and frequently in classroom conversations and discussions

develop social courtesies and skills essential to discussion and conversation

develop poise and self-confidence in speaking

develop a practical speaking vocabulary

develop the ability to speak effectively

develop originality in expression

develop various means for oral expression.

Experiences and activities should be organized around the five major subskills. These subskills include the mechanics of speaking, which train the learners in acceptable pronunciation, appropriate volume, and vocal flexibility as produced through variations in stress, pitch, inflection, and rate; the ability to communicate orally, which sets the standards and patterns around which acceptable speech is built; communication techniques, which outline the various modes or practices into which oral expression is organized; the method of delivery, which refers to specific means for delivery of oral expression used in common practice; and the styles of oral expression which are commonly practiced. These subskills need special emphasis as part of the complete language arts program in order for the learner to become more competent in oral expression.

Learners with serious speech disorders should be identified and treated by the speech therapist. Learners whose speech patterns differ from those accepted as standard English should receive special help from the teacher within the regular classroom situation. Regional dialects should be respected and should not be confused with incorrect grammar and usage. Every effort should be made to develop a feeling of acceptance and security--to develop genuine support between teacher and learner.

Communication through Writing

Oral and written expression are interdependent. In the beginning stages of written expression, the development of oral readiness is imperative. The spontaneity and natural urge for expression of the primary cycle child serve as a basis for written expression. Therefore, it is important to recognize that practice in oral communication should precede written expression.

The writing program--

provides favorable climate for writing--a friendly, informal classroom atmosphere

provides enriching first-hand and vicarious experiences to build background and to encourage the desire to speak and write

includes systematic, planned instruction in the mechanics of writing

provides motivation for creative expression

provides situations and centers of interest which promote free expression

encourages learners to express their own ideas and experiences

encourages the use of standard English.

Such a program fosters the development of techniques and skills that facilitate expression. It is characterized by daily, purposeful practice determined by individual needs. Many practical situations in the learner's common experiences motivate and require written expression.

Skill-oriented activities delineated in this writing program provide instructional opportunities for the learner. Self-expression in practical writing and self-expression in creative writing are developed by means of these activities.

In building the fundamental skills of written expression, learners receive instruction in grammar/usage, capitalization, punctuation, sentence structure, paragraph structure, vocabulary, and dictionary usage. Spelling and handwriting are included in this segment of the writing program.

The practical writing strand is composed of oral practice and readiness, dictating and recording information, alphabetizing, sequencing, record keeping, outlining information, and letter composition. Its major focus is upon conveying information, summarizing, using correct format, and selecting appropriate content for friendly, social, and business letters.

The program of creative writing encompasses oral practice and readiness; original stories, poems, plays, and/or scripts; and sentences, captions, and titles as vehicles for written expression. This program is based upon the theory that in first drafts, the free expression of ideas is more important than the mechanics of writing. Recognition and acceptance of varying interests and abilities of learners help the teacher to guide them toward successful writing experiences. Every effort is made to foster the creativity of the learners and to preserve in each limerick or poem, script or story the

qualities which make it original. This presupposes that the teacher will resist any impulse to substitute his/her ideas for those of the learner because he/she is more interested in meeting correct standards than in what the learner writes.

In fostering creative writing ability, the teacher's contributions include reading good literature to the group, providing real and vicarious experiences upon which to build, and allotting sufficient time for reflection and discussion before asking for written interpretation. These aids to growth, surrounded by an atmosphere of freedom and acceptance, allow learners to share inner feelings and reactions through written and oral expression.

Listen for dear honor's sake,
Goddess of the silver lake,
Listen and save.

John Milton

LISTENING

Skill Listening **Level** CD

Subskill Attentive Listening: Responsibility of Listener **Objective No.** 1

Objective Given an audience situation, the learner will listen quietly and attentively.

Cross Reference to Reading Objectives CC18, CC19, CC28, CS13, CL13, CL17, CL24, DC9, DL4, DL21

Teaching/Learning Strategy

Review the rules for good listeners frequently. Remind the learners of their responsibilities as members of an audience. Make a chart listing the rules and display it prominently.

> Sit or stand quietly.
> Look at the speaker.
> Show consideration for other listeners.
> Keep feet and hands still.
> Think about what is being said.

Act as a model by listening to the learner. Emphasize listening whenever possible. Delay lessons for a moment if it is necessary to remind the learners of good listening rules.

Promote the development of attentive listening skills by giving the learner simple oral directions for completing tasks, errands, or lessons.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Attentive Listening: Responsibility of Listener **Objective No.** 2

Objective Given an audience situation, the learner will listen and respond appropriately.

Cross Reference to Reading Objectives CC13, CL1, CL4, CL29, DC14, DL1, DL4, DL21, DL25, DL31, DL35

Teaching/Learning Strategy

Discuss the rules for good listening periodically. Provide activities and opportunities for the learners to participate as members of an audience by doing the following:

- Arrange simple musical recitals by the learners or by the teacher.
- Present puppet shows for another group.
- Read stories and poems.
- Plan assemblies.
- Encourage plays, skits, and pantomimes.
- Conduct science demonstrations.
- Encourage show-and-tell presentations.
- Assign simple oral reports about books or social studies and science units.

Stress "audience manners" such as--

- coming on time
- listening attentively
- clapping courteously
- entering very quietly and carefully when tardiness is unavoidable
- refraining from laughing too loudly or at an inappropriate time.

Discuss how a performer feels when an audience does not follow these rules. Point out how a performer feels when the audience is enthusiastic, courteous, and responsive.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Attentive Listening: Standards for Listening **Objective No.** 3

Objective Given a situation, the learner will listen in an appropriate manner.

Cross Reference to Reading Objectives CC15, CC16, CC28, CS13, CL8, CL9, DC2, DC14, DL4, DL19, DL30

Teaching/Learning Strategy

Discuss the listening standards which enable a learner to listen effectively.

Sit quietly.
Look at the speaker.
Think about what the speaker is saying.
Think of questions to ask when the speaker is finished.
Think about why the speaker is saying what is being said.
Listen for sequential steps.
Make sure you understand the speaker. Courteously ask the speaker to repeat or rephrase a statement or question if necessary.
Interrupt only if absolutely necessary and do so in a calm, universally accepted manner, such as raising a hand.

Provide many opportunities for the learner to practice effective listening. Use resources such as the following to stimulate the learner: stories, records, and WBEZ radio programs. The WBEZ radio guide book gives an excellent synopsis of each story as well as a series of questions for each selection.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Attentive Listening: Attention Span **Objective No.** 4

Objective Given longer and more complex oral selections, the learner will listen attentively.

Cross Reference to Reading Objectives CC9, CC22, CL19, CL23, DC14, DL5, DL22, DL32, DL33

Teaching/Learning Strategy

Help the learners to develop ability to listen for longer periods of time by gradually increasing the length of the selections. Lead a discussion or ask for feedback in the form of compositions, dramatizations, or drawings. Use recordings to develop listening skills. Ask students, parents, and teacher aides to record stories for this purpose.

Select an appropriate book and read to the learner at a specific time each day. Increase the number of pages until the learner can effectively listen for 10-15 minutes.

Play records of songs or nursery rhymes. Add an additional selection for each successive lesson, perhaps one lesson per week.

Play the listening game. Choose a learner and give three simple directions the first week, four the next week, five the third, and so on.

1st week: Sue, stand up, walk to me, touch my hand.
2nd week: Sue, close your eyes, raise your hand, smile, open your eyes.
3rd week: Sue, come to my desk, take a pencil, go to your seat, sit down, write your name.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Attentive Listening: Developing Positive Attitudes **Objective No.** 5

Objective Given an oral selection, the learner will state a positive personal reaction.

Cross Reference to Reading Objectives CC19, CL15, CL17, CL18, CL24, CL25, CL26, DC9, DC14, DL12, DL18, DL19, DL21, DL30, DL32

Teaching/Learning Strategy

Prepare various oral selections. Select books, poems, plays, radio programs, and other media materials to use in the oral presentation.

Plan a lesson in which the learner completes an interest inventory. Provide listening materials which are in keeping with the interests listed in the inventory. Discuss the content, plot, and details of each oral selection. Encourage the learner to react personally to the selection.

Prepare a chart entitled "Our Favorite Stories and Poems." List the learners' choices on the chart. Have each learner make a booklet entitled My Favorite Stories and Poems. Direct the learner to write the titles and draw pictures for favorite selections. Have the learners refer to the chart to obtain the correct spelling of the words in a title.

Allow the learners to tape a selection. Play the tape for the group. Encourage responses which describe positive feelings about the selection.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Attentive Listening: Recognizing the Need for Listening **Objective No.** 6

Objective Given a discussion about the importance of listening, the learner will describe listening situations.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the situations in which listening is useful or necessary. Read books about ears, listening, and sounds. Provide films and filmstrips about ears and listening.

Encourage the learners to describe the situations in which listening is needed. Have the learners describe occasions during which pleasant experiences occurred because the learners employed good listening skills or difficulties were encountered because good listening skills were not applied.

Help the learners to assemble a booklet entitled Our Listening Book. Present pictures and descriptions of such activities as listening to warning bells, emergency signals, radio programs, television, and records and audio cassette tapes. Direct the learner to draw a picture of an activity which requires listening skills. Ask the learner to write or copy a short story about the activity.

Help the learners to collect pictures from magazines and newspapers that are representative of sounds around us. Ask the learners to arrange the pictures in a booklet. Allow the learners to imitate some of the sounds. Arrange the pictures in categories, such as pleasant sounds, unpleasant sounds, warning sounds, and animal sounds. Ask the learners to write a simple poem or story about listening.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Directions **Objective No.** 1

Objective Given simple oral directions, the learner will perform three physical tasks as directed.

Cross Reference to Reading Objectives CC13, CC16, CC17, CL1, CL2, CL4, CL14, CL20, CL27, CL28, CL29, DC14, DL1, DL2, DL9, DL24, DL25

Teaching/Learning Strategy

Direct the learners to stand in a circle. Tell them to listen to the directions for three tasks. Have them follow directions such as the following:

Turn around, touch your ear, then hop one time.
Touch your nose, clap your hands, then turn around.
Wave at the teacher, take one step forward, then sit on the floor.
Pick up your crayon, draw a tree, place your crayon on the table or desk.

Use vocabulary words that have meaning for the learner. Plan to practice some of these simple movements and incorporate them in a dance for an assembly program.

Criterion

The learner will perform three physical tasks after listening to simple directions, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Directions **Objective No.** 2

Objective Given sequential oral directions, the learner will perform the designated tasks in the proper order.

Cross Reference to Reading Objectives CC11, CC13, CC16, CS13, CL1, CL8, CL20, CL21, DC2, DC14, DL2, DL20 DL23, DL25

Teaching/Learning Strategy

Conduct all lessons in such a manner that the learner is required to listen and follow simple directions daily. Provide directions such as the following:

> Put your books in your desk; take out a piece of paper and a pencil; then fold your hands and wait for further instructions.

Ask the librarian and physical education instructor to reinforce this procedure in their classes.

Assemble a bag of such items as bobby pins, cotton, buttons, and foil. Ask the learner to do the following:

> Select an item from the bag.
> Describe it to a friend.
> Draw a picture illustrating something that can be done with the item.

Play "Mother, Father, Teacher, King." Select a learner for one of the following roles: mother, father, teacher, or king. Have that person give three simple orders/directions to the learners or "subjects." If the orders are followed correctly, the "subject" becomes the new leader.

Criterion

The learner will perform three simple tasks in sequential order with 100 percent accuracy after listening to directions.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Directions **Objective No.** 3

Objective Given oral directions, the learner will complete a written lesson.

Cross Reference to Reading Objectives CW7, CW12, CC11, DW10, DC9

Teaching/Learning Strategy

Place the following statements on the chalkboard:

Lesson A

I see one red wagon. _____

I see two green trees. _____

I see three blue kites. _____

I see four yellow balls. _____

Distribute paper to the learners. Give the following oral directions, one at a time:

Write your name at the top of your paper.
Read the sentences on the board silently.
Copy the sentences on your paper.
Draw a picture of what is written in each box.
Use the correct crayon to color each picture.

Use each daily written work assignment to reinforce this skill. Select a lesson in any subject area. Place the lesson on the chalkboard. Provide oral directions. Direct the learners to complete the assignment correctly. Ascertain that the lesson is compatible with the learner's ability.

Place words such as those shown below on the chalkboard. Provide the learner with paper and pencil. Give the directions orally and direct the learner to complete the lesson.

Lesson B

my name is bill

i have a dog

he plays with me

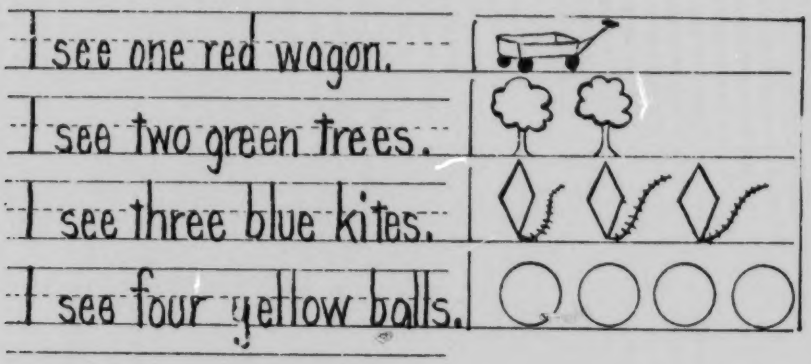
OBJECTIVE NO. CD-3 (cont.)

Say:

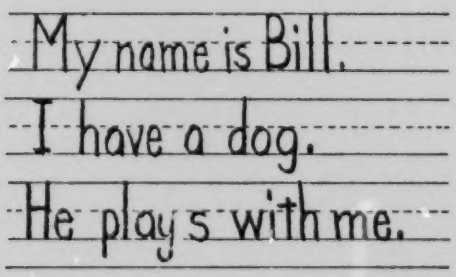
Begin each line with a capital letter.
End each line with a period.
Begin the boy's name with a capital letter.

Answers

Lesson A
Mark Jones



Lesson B
Bill Smith



Criterion

The learner will complete a written lesson, after receiving oral directions, with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Directions **Objective No.** 4

Objective Given one set of oral directions, the learner will proceed independently to complete a project.

Cross Reference to Reading Objectives CC11, CC16, CC17, CL12, CL29, DL9, DL20

Teaching/Learning Strategy

Make sure that the learner has a shoe box, scissors, paste, and assorted colored construction paper. Direct the learner to cut pieces of paper to fit the box and paste them on the outside as well as on the inside. Collect the materials.

Distribute the materials at another time. Direct the learner to listen to a story, then draw or cut out figures and scenery that illustrate the story. Ask the learner to paste the items inside the box to depict a scene described in the story.

Use this procedure of giving oral directions for completing plans to--

cover textbooks at the beginning of the year
complete art lessons
illustrate simple science concepts
complete social studies dioramas.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Directions **Objective No.** 5

Objective Given an oral sentence, the learner will draw a picture illustrating the scene described in the statement.

Cross Reference to Reading Objectives CC16, CL8, CL12, CL14, DC2, DL9, DL20, DL23

Teaching/Learning Strategy

Prepare a series of sentences that evoke vivid visual images, such as the following:

Jack and Jill went up the hill to fetch a pail of water.
John was waving his flag as he watched the parade.
Mother bought groceries at the store.
We went on a picnic yesterday.
The animals were growling at the trainer.
A long freight train was on the track.
The mother duck and her babies were swimming.
Susan looked at the beautiful toys under the Christmas tree.

Distribute sheets of 9" x 12" art paper. Ask the learner to listen carefully. Read a sentence story slowly. Direct the learner to draw a picture about the sentence story.

Criterion

The learner will draw a picture that depicts the scene described in an oral sentence with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Sequential Order **Objective No.** 6

Objective Given oral directions for completing a task in sequential order, the learner will complete the task in the correct sequence.

Cross Reference to Reading Objectives CC9, CC11, CC16, CC17, CL9, CL22, CL29, DC2, DL2, DL9, DL23

Teaching/Learning Strategy

Give sequential directions for completing daily lessons and assignments in the manner indicated below.

Clear your desk.
Get your wraps when your row is called.
Line up in single file in the aisle near the door.
Complete your picture.
Put your heading on your paper.
Place the paper on my desk.

Provide oral directions for activities such as--

constructing simple gifts or art projects
completing written lessons
planting seeds or playing games
conducting simple science projects or experiments
playing simple instruments or learning a dance
taking papers or letters home to be signed and returned.

Criterion

The learner will complete a task in proper sequence, after receiving oral directions, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Sequential Order **Objective No.** 7

Objective Given a set of oral sentences describing a sequence of events, the learner will identify the first, middle, and last event.

Cross Reference to Reading Objectives CC11, CC12, CL20, CL29, DC14, DL23, DL27, DL35

Teaching/Learning Strategy

Read a short story to the learners which is at their interest and maturity level. Discuss the story with the learners. Distribute crayons and arithmetic paper. Ask the learners to fold the paper into three sections. Direct the learners to illustrate the first story event in the first section of the folded paper, the middle event in the second section, and the last event in the third section.

The Wind's Work

One day the wind decided to plant a seed. It blew a little seed onto a pile of dirt. The seed began to grow. Soon it became a little flower. A little boy came along, picked the flower, and gave it to his mother for Mother's Day. The wind smiled, the boy smiled, and the mother smiled.

The following suggestions could be used for sequencing.

Ask the learner to provide a story.
Use songs, riddles, poems, jokes, or nursery rhymes.
Give directions for experiments, art projects, games, and traveling.
Discuss movies, plays, and radio or television programs.
Describe daily routines.
Explain recipes.

Criterion

The learner will listen to sequential oral sentences, then identify the first, middle, and last event with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Following Sequential Order **Objective No.** 8

Objective Given a story orally, the learner will recall the events in sequential order.

Cross Reference to Reading Objectives CC11, CC12, CL20, CL28, CL29, DC2, DC14, DL23, DL27, DL35

Teaching/Learning Strategy

Record a short story which is at the learner's interest and maturity level. Have the learner listen to the story. Ask the learner to relate the events of the story, in proper sequence, to a teacher aide, the teacher, a student aide, or to the class.

Read a short story; then ask the learner to draw pictures illustrating the events of the story in their proper sequence.

Read a story; then direct the learner to use a hand puppet to "tell" the story in the correct order. Ask the learner to arrange written sentences in the proper order. Have the learner construct simple paper bag puppets for this activity.

Ask a learner to tell a story about something that happened. Provide an opportunity for the learners to act out the story in sequential order.

Provide additional experiences by--

- utilizing radio programs, cartoons, movies, and assemblies
- using fire drill procedures
- illustrating metamorphosis, field trips, and housework procedures
- explaining number problems or simple directions for making repairs.

Criterion

The learner will recall the events in an oral story in proper sequence with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Identifying the Main Idea **Objective No.** 9

Objective Given an oral selection, the learner will write a short sentence that conveys the main idea.

Cross Reference to Reading Objectives CC5, CC6, CC8, CC9, CC15, CC18, CL15, DC9

Teaching/Learning Strategy

Describe orally the preparations for something that is going to happen. Ask the learner to write a sentence that names the event. Use teacher judgment to determine whether to provide two or three choices from which the learner may select.

Read the following story:

> Susie was very excited. She blew up balloons and went to the store for her mother. At two o'clock, she set the table, put on her pretty yellow dress, and sat down in the living room. Soon the doorbell rang. Susie ran to open it.
>
> Question: What was the story about?
>
> Choose one: Susie was going away.
> Susie was getting ready for a party.
> Susie was helping her mother because she was sick.

Use these activities to provide additional experiences:

> Read stories, riddles, poems, and jokes. Ask the learner to write the main idea.
>
> Give directions for making or cooking something. Ask the learner to write a sentence telling what was being made or cooked.
>
> Give directions for going to a familiar place, playing a musical instrument, or a simple game. Ask the learner to name the place, the instrument, or the game.

OBJECTIVE NO. CD-9 (cont.)

Direct a learner to orally describe something that did or will happen. Direct the learners to write a sentence naming the event.

Answer

Susie was getting ready for a party.

Criterion

The learner will listen to a selection and write the main idea with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Identifying Details **Objective No.** 10

Objective Given oral questions about a selection, the learner will state the answers.

Cross Reference to Reading Objectives CC9, CC28, CL24, DC2, DC14, DL10, DL11, DL12

Teaching/Learning Strategy

Present a story to the learner similar to the one below. Select additional examples from the basal reader or from library books. Read the following story. Ask questions such as those which follow:

Paula and the Animals

Paula lived in an apartment building that was on the edge of a large city. One day Paula forgot to take the trash out and had to do it late at night. When she arrived at the trash can, she was surprised to see a raccoon sitting on the lid. Paula ran back into the house and took care of the garbage the next morning. A few weeks later, Paula forgot to close her door. When she came home, she discovered a large brown toad sitting inside the door. The toad watched her with its sleepy eyes and did not hop away until she loudly clapped her hands together. After that, Paula checked her door each morning and took out the trash as soon as dinner was over.

1. How many animals were in the story?
2. What kind of home did Paula live in?
3. Which animals were named in the story?
4. What made the toad hop away?
5. What did Paula decide to do about her animal problem?

Answers

1. two animals 2. apartment building 3. raccoon, toad 4. loud clap 5. check the door in the morning and take out trash after dinner

Criterion

The learner will listen to a selection and answer related questions with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Identifying Details **Objective No.** 11

Objective Given an oral selection, the learner will identify phrases that are related to the selection.

Cross Reference to Reading Objectives CC8, CC9, CC15, CC19, CL11, CL21, DC9, DL29, DL31

Teaching/Learning Strategy

Use teacher editions of basal readers, texts, and workbooks to select examples of articles and stories to accomplish this objective.

Read the following poem. Read each phrase slowly. Direct the learner to identify the phrases and sentences that apply to the poem.

I Wish

I wish I could get inside your brain
And see how you see,
Then I could help you pick things
That would please both you and me.

Phrases/Sentences
Someone wants to help.
Water is on the book.
red and blue
people shopping

Answer

Someone wants to help and people shopping

Criterion

The learner will identify phrases and sentences that relate to an oral selection, with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Using Context Clues **Objective No.** 12

Objective Given an orally stated riddle, the learner will identify the item described.

Cross Reference to Reading Objectives CC17, CC18, CL9, DL6

Teaching/Learning Strategy

Ask the school librarian to provide several books and magazines containing children's riddles. Tape record or copy several suitable examples.

Ask an intermediate or upper level teacher to encourage learners to write riddles for the primary learners. Select suitable ones for use with this activity.

Assign "riddle-writing" as a project for learners in the class. Make use of suitable ones for this activity.

Place the collection of riddles in a folder for future use.

Read the riddle below. Ask the learner to identify the item or act described.

I'm round and fat.
I have hands and a face but no feet.
I make noises when you want me to.
But I won't stop unless you hit me on my head.
What am I?

Answer

a clock or an alarm clock (Accept either.)

Criterion

The learner will identify the subject described in an orally stated riddle with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Using Context Clues **Objective No.** 13

Objective Given an oral selection, the learner will use context clues to define the unfamiliar words.

Cross Reference to Reading Objectives CW13, CC2, CC4, CC15, DC12, DC13, DL10

Teaching/Learning Strategy

Use a selection from a library book or magazine which contains several suitable but unfamiliar words. Use co-basals or discarded readers from which to draw examples. Select short examples from the sample copies of textbooks that are frequently sent out by publishers or are contained in children's magazines. Use the vocabulary lists from the basal reader to write several brief stories, articles, or poems for the room file. Select samples from kits placed in the library or media center.

Read the following selection to the learner. Ask the learner to state the meaning of a designated word. Accept any suitable definition.

> Yesterday we had an emergency on our block. The fire engine came roaring around the corner and halted right in front of Jim's house. The firemen scurried into the burning structure. They arrived just before the building was about to collapse.

1. What does halted mean in the story?
2. What does emergency mean?
3. What does scurried mean?
4. What does collapse mean?
5. What does structure mean?

Answers

1. stopped 2. sudden event 3. ran quickly 4. fall down
5. building

Criterion

The learner will define new words with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Noting Cause and Effect **Objective No.** 14

Objective Given an oral story and a set of questions, the learner will state the cause and effect relationships.

Cross Reference to Reading Objectives CC15, CC17, CC18, CC19, CC28, CL17, CL25, DC9, DC20, DL30

Teaching/Learning Strategy

Explain cause and effect relationships to the learners. Use the following examples to show the relationship.

Cause	Effect
Place ice cubes in a glass.	They melt.
Drop a book on the floor.	It makes a noise.
Place a pencil in a pan of water.	It floats.
Place a clip in a pan of water.	It sinks.

Caution the learner to listen carefully to the following story. Ask the learner to state the cause and the effect.

> Mrs. Sarah Mistake-a-Plenty decided to bake a cake. She assembled all of the necessary ingredients. She beat the eggs, salt, butter, and flour in a bowl. When she finished, she poured the batter in a pan and set it in the sink. Later she came back to see how her cake was doing. She was surprised to see that it was just a bowl of batter.

Cause	Effect
She forgot baking powder, milk, and sugar.	Batter is not the right texture.
She forgot to put it in a heated oven.	Cake is not baked.

(Continued)

OBJECTIVE NO. CD-14 (cont.)

Plan to use some of the following sources to provide additional experiences.

Assemble stories written by learners.

Use library books, magazines, newspapers, broadcasts, plays, movies, and cartoons.

Use science experiments and recipes.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Recalling Ideas **Objective No.** 15

Objective Given a story orally, the learner will state the details.

Cross Reference to Reading Objectives CC8, CC9, CC11, CC13, CC14, CC28, CL9, CL24, DC2, DL10, DL11, DL12, DL30

Teaching/Learning Strategy

Plan a weekly "story hour" period. Select suitable books from the room/school/public library. Ask the learners to bring selections, or use the Board of Education broadcasts of "Let's Talk about Books," "The Spider's Web," or "Open a New Window." Consult teacher's guides to obtain questions related to the details in each story. Use these questions after directing the learner to listen carefully.

Plan to use show and tell, games, and recordings to provide additional experiences.

Use the story "Rumpelstiltskin." Ask questions such as the following:

What did the miller's daughter have to do in order to be queen?
What was going to be done to her if she couldn't spin straw into gold?
What did she get from the Queen in exchange for helping her?
What was the old man's real name?
Where did the old man live?
How did the Queen find out what his name was?

Criterion

The learner will state the answers to questions about an oral selection with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Recalling Ideas **Objective No.** 16

Objective Given four short stories orally, the learner will write a descriptive sentence and draw a picture about each selection.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Assemble several short, simple stories suitable for oral reading. Write or type them on paper and place them in a folder.

Tell the learners to listen to four stories. Caution them to listen carefully. Tell the learners to write one sentence and draw one picture telling about each of the four stories. Read each story.

(1)
Yesterday Nick went swimming. He picked up his suit and towel, hopped on his bike, and rode off to join his friends. They had fun splashing and diving in the big pool.

(2)
There is a new baby at Maria's house. The baby is a pretty little girl. Maria helps her mother with the baby. She feeds her and rocks her to sleep. Maria will be happy when the baby is old enough to play with her.

(3)
Max is going shopping with his father. He is going downtown on the elevated train to get some new shoes. He is very excited because he likes to ride on the fast train. He hopes the ride will take a long time.

(4)
Ramelle went to the circus last Saturday. Her eyes were as big as saucers when she saw the clowns, animals, and tight-rope walkers. Every day she asks her mother to take her back again. Her mother laughs and says, "O.K., we'll go again next year."

Have volunteers share their illustrations and sentences with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Informational Listening: Making Comparisons **Objective No.** 17

Objective Given a set of orally stated sentences, the learner will choose the one that is irrelevant.

Cross Reference to Reading Objectives CL15, CC21, CC22, CC27, CL11, CL19, CL21, CL23, DC9, DL5, DL16, DL22, DL29, DL33

Teaching/Learning Strategy

Tell the learners to listen to four sentences. Explain that three are about the same thing and one is about something different. Caution them to listen carefully so that they can state the unrelated sentence. Read each of the four sentences. Direct the learners to identify the unrelated sentence.

> The primary rooms had a beautiful assembly program after lunch.
> John went to the water fountain.
> Mrs. Cornick's class sang a lovely song about the flag.
> Mrs. Carr's class did a very nice dance and had pretty costumes.

Use the following suggestions to provide additional experiences.

Use teacher-made materials and activities from workbooks sent by publishers.

> Plan cooperative writing projects with intermediate/upper students. Ask them to write three sentences about one object or thing and one sentence about something else. File material for future use.

Answer

John went to the water fountain.

Criterion

The learner will identify the unrelated sentence with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Auditory Discrimination **Objective No.** 1

Objective Given coins, the learner will identify each coin by the sound it makes when dropped.

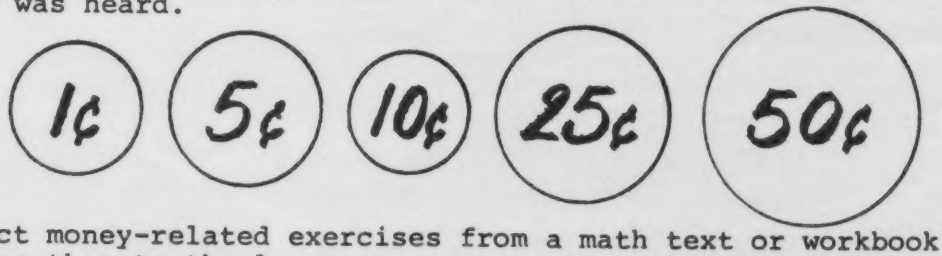
Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide many opportunities for the learners to examine coins visually, by touch, and in pictures and drawings.

Provide the learner with a sample of each United States coin. Allow time for examination, discussion, and experimentation. Direct the learner to drop each coin, listen to the sound, then close both eyes and drop the coin again. Provide additional exposures until the level of competency increases.

Place pictures of coins on a chart or chalkboard. Direct a learner to face the chart. Drop a coin on the floor behind the learner. Direct the learner to point to the picture of what was heard.



Select money-related exercises from a math text or workbook. Assign them to the learners.

Provide additional experiences by playing "store." Take walking trips to the market or school store to spend coins for a treat.

Criterion

The learner will identify coins by sound with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Auditory Discrimination **Objective No.** 2

Objective Given an oral word and three written words, the learner will mark the word having the same initial sound as the spoken word.

Cross Reference to Reading Objectives CS13, DW3, DS13

Teaching/Learning Strategy

Direct the learner to listen to a word and state a word that begins with the same initial sound. Give an example, such as book. Accept a response, such as ball.

Supply the learners with pictures of isolated objects. Ask a learner to state the initial sound of a designated item and name another object having the same initial sound.

ball - bee	man - money	shoe - shut
cup - candy	raisin - round	flag - flower
thread - thimble	wall - window	yellow - yard
hat - hot	goat - gave	

Provide an exercise similar to the sample below. Direct the learners to listen to a spoken word, then mark the word having the same initial sound. (Correct answers are underlined below.)

Say					Say			
doll	1. see	dog	bag		top	6. pot	log	toy
yes	2. under	yellow	said		ball	7. chair	bee	us
money	3. my	black	and		chop	8. plate	candy	chair
seven	4. come	long	sit		flip	9. flour	shop	stop
ask	5. arrow	off	why		this	10. throw	that	tag

Direct the learners to listen to a word, then locate or draw a picture of an object with a name having the same initial sound as the spoken word.

Criterion

The learner will match the initial sound of a spoken word with that of a written word with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Contextual	p.	p.	p.
Noncontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Listening **Level** CD

Subskill Critical Listening: Auditory Discrimination **Objective No.** 3

Objective Given a list of words, the learner will write the letter which represents the consonant sound heard at the beginning, middle, or end of each word.

Cross Reference to Reading Objectives CW11, CW12, DS13

Teaching/Learning Strategy

Provide a worksheet ruled in three columns. Label the columns. Direct the learner to listen to a word, then write the designated consonant in the correct column. Say the following words slowly and indicate which consonant position should be identified.

Say			Beginning	Middle	End
ball	(beginning)	1.			
top	(end)	2.			
paddle	(middle)	3.			
lady	(beginning)	4.			
cat	(end)	5.			
eggs	(middle)	6.			
dog	(beginning)	7.			
chair	(end)	8.			
rabbit	(middle)	9.			
sun	(beginning)	10.			

Direct the learners to supply a word in which a designated consonant is at the beginning, in the middle, or at the end of a word.

Direct the learners to listen to a word and raise their hands to indicate the position of a designated consonant. Teach the initial, medial, and final consonant songs in the guide Reinforcing the Reading Program through Music with Emphasis on Phonic Skills, Primary Levels, published by the Chicago Board of Education.

Answers

1. b(beginning) 2. p(end) 3. d(middle) 4. l(beginning) 5. t(end) 6. g(middle) 7. d(beginning) 8. r(end) 9. b(middle) 10. n(end)

Criterion

The learner will identify the position of a consonant in a stated word with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

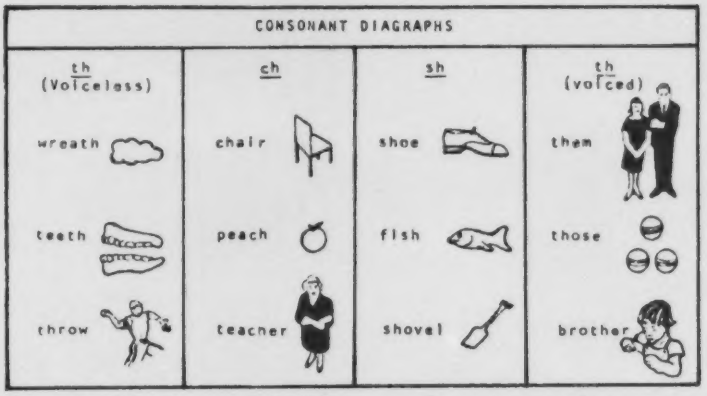
Subskill Critical Listening: Auditory Discrimination **Objective No.** 4

Objective Given the consonant digraphs ch, sh, or th in oral words, the learner will identify the digraph.

Cross Reference to Reading Objectives CW10, CW11, CW12, CS13, DS13

Teaching/Learning Strategy

Prepare a chart such as the following. Present each consonant digraph to the learners. Pronounce each word in the appropriate column on the chart. Show how consonant digraphs are used in the beginning, in the middle, and in the end position in words. Have the learners repeat the words and supply additional examples. Add them to the chart. Have the learners illustrate them.



Reinforce this skill by selecting and presenting songs, games, and stories containing words with digraphs.

Prepare a list of words containing consonant digraphs. Have the learners identify the consonant digraph in the following words:

peach	thimble	fish	teacher	ship
hush	these	matches	feather	each
other	them	both	brother	chart

Correlate instruction and practice in digraph discrimination with a corresponding spelling or reading lesson.

Direct the learners to read a designated passage in a science or social studies book and list the words that contain digraphs.

Direct the learners to write a poem, using words with digraphs.

(Continued)

OBJECTIVE NO. CD-4 (cont.)

Augment this skill by asking the music teacher to provide instruction in songs containing digraphs. Use "The Ch Digraph Cha Cha," on page 23 of Reinforcing the Reading Program through Music with Emphasis on Phonic Skills, Primary Levels, published by the Chicago Board of Education.

Criterion

The learner will identify the digraphs in oral words with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Auditory Discrimination **Objective No.** 5

Objective Given three words orally, the learner will identify the two words which contain a blend.

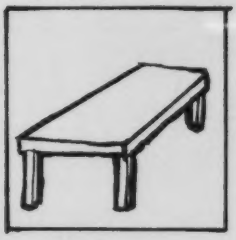
Cross Reference to Reading Objectives CW2, CW7, CS13, DS13

Teaching/Learning Strategy

Complete a list of word sets. Provide two words which contain the same blend and one word which does not contain a blend. Read the word sets aloud. Direct the learners to identify the two words which contain the same consonant blend. Read each set slowly.

1.	black	blue	bed	6.	sleep	soup	slow
2.	clown	care	clock	7.	brag	brown	bat
3.	food	floor	flood	8.	crown	can	crate
4.	glass	glue	give	9.	deep	dream	drop
5.	play	please	put	10.	groan	green	go

Display pictures of isolated objects, the names of which contain blends. Provide magazines, catalogs, and newspapers. Direct the learners to find pictures of words that contain the designated blends.



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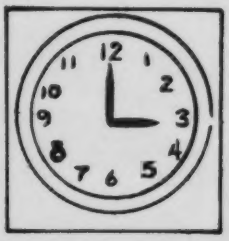

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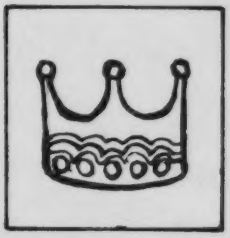

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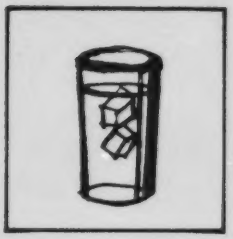


g l _ _ _

p l _ _ _

Divide the learners into two groups. Assign a different consonant blend to each group. Draw one vertical column on the chalkboard for each group. Label each column with the blend assigned to that team. Explain that the team members should locate or think of words having the designated blend and write them on their list. Allow 10-15 minutes. Have the first team member of each team recite the team's list. Direct the members of the opposite team to listen as the list is read and to signal if a stated word does not contain the correct consonant blend.

(Continued)

OBJECTIVE NO. CD-5 (cont.)

Answers

1. black, blue 2. clown, clock 3. floor, flood 4. glass, glue
5. play, please 6. sleep, slow 7. brag, brown 8. crown, crate
9. dream, drop 10. groan, green

Criterion

The learner will identify consonant blends with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill	Listening	*Level*	CD
Subskill	Critical Listening: Auditory Discrimination	*Objective No.*	6
Objective	Given a word containing a short vowel orally, the learner will state a word which contains that vowel sound.		

Cross Reference to Reading Objectives CS13, DW10, DW13, DS13

Teaching/Learning Strategy

Teach, or ask the music teacher to teach, the short vowel songs found in Reinforcing the Reading Program through Music with Emphasis on Phonic Skills, Primary Levels, published by the Chicago Board of Education.

Utilize a variety of Mother Goose nursery rhymes. Direct the learners to recite a rhyme such as "Jack and Jill." Write the rhyme on the chalkboard. Direct the learners to indicate the words that contain short vowels.

Prepare or select recordings of songs and games structured to initiate and reinforce the teaching of vowel discrimination. Use the recordings frequently. Provide ample time for drill and practice with the learners.

Discuss and imitate the sounds made by infants. Develop the concept of vowel importance. Encourage the learners to imitate the sounds heard in a variety of expressions that are used by infants when angry, excited, unhappy, happy, or hurt, such as--

waaaa	eeeee	yummy-yum	ho ho	da da
ooooo	yipes	heeee	huh	goo goo
ohhhh	yoo hoo	ha ha	ma ma	ow ow

Lead the learners in a variety of oral exercises in which a word or vowel is given and the learners are directed to respond with a word containing the same vowel sound.

(Continued)

OBJECTIVE NO. CD-6 (cont.)

Write several words which contain short vowels on the chalkboard. Indicate a word, then direct the learners to state a word containing the same vowel sound. Use the following as examples.

Teacher	Learner
at	apple
pet	bet
in	pin
cat	alley
cot	hot
pup	ugly
odd	tot
tub	bud
tab	cab
set	wet

Criterion

The learner will match short vowel sounds with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Fact and Fantasy **Objective No.** 7

Objective Given factual and fantasy selections orally, the learner will contribute to a chart listing the characteristics of each.

Cross Reference to Reading Objectives CC21, CC27, CS13, CL22, CL24, DL32, DL33

Teaching/Learning Strategy

Present the terms true and fact. Lead the learners in a discussion of the meaning and significance of these terms. Present several brief articles or descriptions of true events such as those found in newspapers, magazines, or social studies texts. Discuss the terms fantasy and make believe. Cite examples such as fairy tales, poems, and other examples from children's literature. Discuss the terms as they apply to factual accounts. Emphasize the differences between fantasy and fact. Direct the learners to state the qualities that distinguish selections of fact and fantasy. Record the responses on chart paper.

Real-Life Stories	Make-Believe Stories
can be true	cannot be true
can really happen	could never happen
have no magic	could have some magic
are not about fairies	could have fairies
have no animals that act, look, or sound human	may have animals that talk and act like people
have people that talk, look, and sound human	may have trees, chairs, and wind that talk and act human
make me think that I could do it or that it could happen to me	make me feel that it could never happen to me

Direct the learners to participate in the preparation of a class scrapbook with sections designated Fantasy and Fact. Help the learners to find examples of each in children's magazines and newspapers, and to place them in the scrapbook.

Criterion

The learner will state characteristics of factual and fantasy selections. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Fact and Fantasy **Objective No.** 8

Objective Given two stories orally, the learner will label them fantasy or fact.

Cross Reference to Reading Objectives CC27, CS13, CL22, CL23, DL32, DL33

Teaching/Learning Strategy

Lead the learners in a review of the characteristics of fact and fantasy selections. Direct the learners to refer to the chart that delineates the characteristics.

Initiate a weekly "Current Events" time on Monday morning or Friday afternoon. Designate a chairman to prepare a board suitable for displaying current events articles. Provide several newspapers and magazines or direct the learners to bring some examples from home. Discuss the procedure for examining a newspaper. Direct the learners to select an article, discuss it with the class, then place it on the "Current Events" board.

Conduct a discussion of various movies, books, stories, poems, and pictures illustrative of fantasies. Direct the learners to describe favorite scenes, situations, and images. Motivate the learners to write a poem or story about something that could never happen. Ask the learners to illustrate the story.

Coordinate a social studies and language arts lesson in which the learners study an article about a country or the life-style of a group of people. Direct the learners to write a make-believe story about the country or the selected group of people.

Criterion

The learner will identify an oral story as fantasy or fact with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Fact and Fantasy **Objective No.** 9

Objective Given one factual and one fantasy poem orally, the learner will identify each selection.

Cross Reference to Reading Objectives CC22, CS13, DL32, DL33

Teaching/Learning Strategy

Select a variety of factual and fantasy poems. Read several factual poems. Guide the learners in the examination of related characteristics. Repeat the procedure using fantasy poems. Read examples such as the following from Mother Goose.

Fantasy Poems

I had a little husband
No bigger than my thumb;
I put him in a pint-pot
And there I bade him drum.

There was an old woman
  tossed up in a basket
Nineteen times as high
  as the moon;
Where she was going
  I couldn't but ask it,
For in her hand
  she carried a broom.

If all the world were apple pie,
And all the seas were ink,
And all the trees were bread and
  cheese
What should we have for drink?

Factual Poems

Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

Charlie Warlie had a cow,
Black and white about
  the brow;
Open the gate and let
  her through,
Charlie Warlie's old cow.

Little ships must keep
  the shore;
Larger ships may
  venture more.

Ask the librarian to spend part of a period reading a variety of factual and fantasy poems to learners. Lead a discussion about the poems when the learners return to class. Have the learners dramatize the poems.

(Continued)

OBJECTIVE NO. CD-9 (cont.)

Assemble a variety of art materials. Direct the learners to use the materials to construct scenes depicted in the poems. Ask the learners to label the scenes as fantasy or fact.

Criterion

The learner will identify factual or fantasy poems with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Fact and Opinion **Objective No.** 10

Objective Given two sentences orally, the learner will distinguish between fact and opinion.

Cross Reference to Reading Objectives CC24, CC25, DL32

Teaching/Learning Strategy

Review the characteristics of real and make-believe selections. Explain that there are many statements which tell exactly what has happened or what is true and with which no one would disagree. Say that such statements are called "facts." Point out that there are other statements that merely express feelings or beliefs. Say that statements of this type are called "opinions." Present several examples of each. Encourage the learners to present several examples of each.

Say: Grass is green. This is a fact.
Say: Green is a pretty color. This is my opinion.

Prepare a list of statements. Include statements of fact as well as of opinion. Ascertain that the statements are suitable for the maturity level of the learner.

Read one of the following sentences. Stop after each to elicit the learner's response.

The name of our school is _____. (fact)
School is fun. (opinion)
We have fun at recess. (opinion)
Sue has a nice house. (opinion)
We live in the city of Chicago. (fact)
Pizza is delicious. (opinion)
Winter is the worst season. (opinion)

Criterion

The learner will identify a fact or an opinion with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Relevant and Irrelevant Information **Objective No.** 11

Objective Given an oral story and a set of sentences, the learner will identify the relevant sentences.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Introduce the term describe and explain that we can tell about an item we see, hear, feel, taste, or touch by listing our reactions to it. Select an item such as a raisin. Pass a raisin to each learner. Ask the learners to examine it and tell how it looks, smells, feels, or tastes. Make several statements, some of which do not pertain to the raisin. Direct the learners to tell whether a statement describes the raisin.

Display a picture of an animal and ask the learners to tell about the animal. Ask the learners to make a few statements that do not pertain to the animal.

Read or tell a story such as "Hansel and Gretel." Discuss the story details with the learners. Place the following statements on the chalkboard. Ask the learners to identify the relevant statements.

1. The boy was called Hansel and the girl Gretel.
2. Their father was too poor to feed the family.
3. The children watched television before bedtime.
4. Their parents left them alone in the forest.
5. They found a house made of cookies and candy.
6. The snow came down and covered the ground.
7. A witch captured the children.
8. A big balloon carried people across the hills.
9. They captured the witch and took her home with them.
10. They went home and lived happily with their father.

Answers: 1, 2, 4, 5, 7, and 10 are relevant.

Criterion

The learner will identify relevant statements with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Finding Supporting Evidence **Objective No.** 12

Objective Given an oral selection, the learner will answer pertinent questions and mark corroborative passages.

Cross Reference to Reading Objectives CC19, CC28, DC17, DL10, DL11, DL12, DL18, DL30, DL31

Teaching/Learning Strategy

Display pictures such as those shown below. Lead the learners in a discussion of the pictures to elicit responses explaining why the child has an umbrella, who is jogging, or why the birds are in the tree instead of flying around.

Plan social studies and science lessons that provide practice in finding supportive evidence.

Direct the learners to describe personal experiences and tell why the events occurred. Ask for explanations of events such as the following:

why the learner was late for school
why the family celebrated a given day
why a light bulb burned out
why a fire drill was held
why a car stopped at a railroad crossing
why the librarian wrote the name of a person who took a book
why food spoiled
why a grape became a raisin.

(Continued)

OBJECTIVE NO. CD-12 (cont.)

Read a selection such as "Five Little Squirrels." Place relative questions on the chalkboard. Read each question slowly and direct the learners to state the answer and identify the line which supplies supportive evidence.

Five Little Squirrels American Folk Rhyme

1. Five little squirrels sat in a tree.
2. The first one said, "What do you see?"
3. The second one said, "A man with a gun."
4. The third one said, "Then we'd better run."
5. The fourth one said, "Let's hide in the shade."
6. The fifth one said, "I'm not afraid."
7. Then bang went the gun, and how they did run.

Read the following questions:

1. Why did the squirrels run?
2. Who said they should run?
3. How many squirrels were there?
4. Who said he was not afraid?
5. What did the first squirrel say?
6. Who wanted to hide?
7. Who saw the man with the gun?
8. Where were the squirrels sitting?
9. Where were they going to hide?
10. What noise did the gun make?

Answers

1. line 7 2. line 4 3. line 1 4. line 6 5. line 2 6. line 5
7. line 3 8. line 1 9. line 5 10. line 7

Criterion

The learner will answer questions and identify supportive passages with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

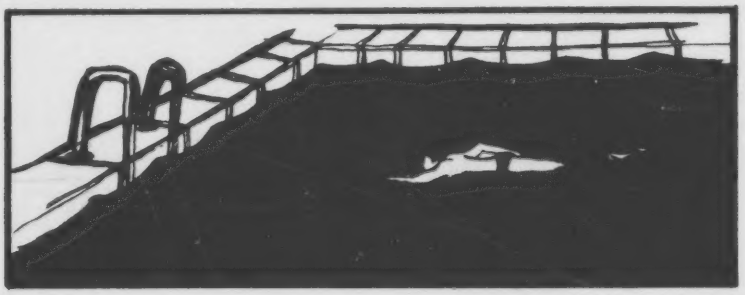
Subskill Critical Listening: Making Inferences **Objective No.** 13

Objective Given an oral story with an implied main idea, the learner will infer the idea.

Cross Reference to Reading Objectives CC8, CC28, DC17

Teaching/Learning Strategy

Provide several simple cartoons and riddles. Lead the learners in a discussion of the selection. Direct the learners to infer the main idea or conclusion.



Riddles from Mother Goose.

A riddle, a riddle as I suppose
A hundred eyes and never a nose. (a potato)

Black within and red without;
Four corners round about. (a chimney)

A hill full, a hole full,
Yet you cannot catch a bowl full. (mist, fog)

Teach the learners to play "charades." Allow time for them to pantomime their simple stories, movie titles, and experiences.

Relate the details of a few personal experiences without stating the main idea. Help the learners to collate the details, then name the experience. Use examples such as the following.

> Yesterday I stopped my car, locked the door, and began walking to a faraway building. Later, I returned, emptied a can, and drove away. (running out of gas)
>
> Katie was busy doing her mathematics. Suddenly she jumped up and went to the window. She moved her arm around and around several times, then returned to her seat and completed her work. (broken pencil lead)

(Continued)

OBJECTIVE NO. CD-13 (cont.)

Tell or read a simple story, riddle, or comic strip in which the main idea or conclusion is not stated. Direct the learners to write or tell the conclusion. Use examples such as the following.

The ground is covered with snow.
The ice hangs in points from the roof.
(It is winter.)

She looks at the huge, gray animal.
His long nose reaches the ground, and he uses it to pick up things.
She decides that he looks friendly.
(She sees an elephant.)

Roger went into the store.
Everywhere he looked there were shelves of cans, nails, screws, brushes, and other things that he couldn't even name.
Where could he find a saw?
(He was in a hardware store.)

Criterion

The learner will infer the main idea with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Making Inferences **Objective No.** 14

Objective Given questions related to ideas in an oral selection, the learner will draw inferences to answer the questions.

Cross Reference to Reading Objectives CC8, CC28, CL24, CL25, DL30, DL31

Teaching/Learning Strategy

Provide experience with games and activities that require the learners to draw inferences. Use the following suggestions.

- Play charades or "Twenty Questions."
- Name the ingredients for simple recipes and allow the learners to name the food.
- Give directions for going to a familiar place; then direct the learners to name the place.
- Describe a familiar object or situation; then direct the learners to identify it.

Read stories orally; then ask questions that require the learners to draw inferences. Direct the learners to state reasons or supply evidence for their answers. Read a story such as the following:

Max and the Snake

Max loved snakes. He would rather play with snakes than any other animal. His favorite snake was Sneaky Pete. Max would have been very happy if he could have kept Sneaky in his room, but he knew better than to do that.

One day Max got up very early to get Sneaky ready. There was going to be a pet show at the pool. When Sneaky was ready, Max put the bucket in the basement and placed his pet in a box. He took a short cut across the yard and pedaled as quickly as he could.

Max looked at the other pets. There were beautiful dogs, cats, and birds. The other little pet owners turned up their noses or said, "Yuk," when they looked at Sneaky. Max began to think that he should go home. Imagine his surprise when he heard Sneaky's name called. His pet had won first prize for being the pet with the biggest appetite.

(Continued)

OBJECTIVE NO. CD-14 (cont.)

Read each of the following questions slowly:

1. Why didn't Max keep Sneaky in his room?
   (His mother probably wouldn't let him.
   He knew better than to do that.)

2. Did Max have more than one snake?
   (Yes. His favorite was Sneaky.)

3. What season was it?
   (Summer. The contest was at the pool.)

4. How did Max get Sneaky ready?
   (He bathed him. He put the bucket in the
   basement.)

5. How did Max get to the contest?
   (He rode his bike. He pedaled quickly.)

6. Did Max have plenty of time to get to the contest?
   (No. He took a short cut and pedaled quickly.)

7. How did the other pet owners feel about Sneaky?
   (They didn't like him. They held their noses and
   said, "Yuk.")

8. Were there other children at the show?
   (Yes. The little pet owners turned up their noses.)

9. Why did Max think that he should go home?
   (The others made fun of him.)

10. Did Max think his pet would win?
    (No. He was surprised.)

Criterion

The learner will draw inferences to answer questions with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Making Inferences **Objective No.** 15

Objective Given an oral selection, the learner will draw inferences from the speaker's expressions.

Cross Reference to Reading Objectives CC13, CC19, CC28, CL24, CL25, DC3, DC9, DC14, DL21, DL30, DL31

Teaching/Learning Strategy

Discuss the meaning of facial expressions and gestures found in common communications. Display pictures depicting various expressions on a bulletin board or chart entitled "Body Language." Encourage the learners to bring in additional pictures. Label each picture: happy, sad, surprised, sleepy, naughty, or angry.

Select a variety of comic strips. Cut off the captions or language, and paste them on the back of the comics. Pass the wordless stories to the learners. Direct the learners to view the pictures, then tell the story and describe the feelings of the characters.

Play "Statue." Direct a learner to think of an emotion and strike a corresponding pose. Select another learner to identify the emotion. Repeat the game with other learners.

Prepare or select a recording with a variety of vocal tones and expressions. Provide time for discussion and identification of the feelings of the characters. Encourage the learners to stand behind a simple screen or use a puppet to orally demonstrate the expressions.

Review the manner in which oral reading should be presented in The Intensive Reading Improvement Program, Units 1-21, published by the Chicago Board of Education.

Read stories and poems. Use appropriate gestures, tonal qualities, and facial expressions. Discuss the expressions and how they make oral selections more interesting and vivid. Allow the learners to choose and read selections. Discuss the emotions and expressions.

Criterion

The learner will draw inferences from a speaker's expressions. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Making Inferences **Objective No.** 16

Objective Given a story or poem orally, the learner will describe the resulting emotional feelings.

Cross Reference to Reading Objectives CC19, CL15, CL17, CL18, CL26, DC9, DL18, DL19, DL21, DL30, DL31

Teaching/Learning Strategy

Discuss the terms feelings and emotions. Explain that words and pictures can stimulate various inner responses. Select several pictures that connote diverse moods. Discuss the pictures. Locate pictures to illustrate--

Select and read a story such as Snowy Day. Discuss the story and encourage the learners to describe their personal emotions and reactions to the selection.

Read a suitable story or poem. Direct the learners to tell what colors, smells, tastes, or actions the story evokes. Encourage the learners to respond to a selection with a dance, song, drawing, story, of diorama.

Criterion

The learner will describe feelings about an oral selection. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.____	p.____	p.____
Nontextual	p.____	p.____	p.____
Reinforcement	p.____	p.____	p.____

Skill Listening **Level** CD

Subskill Critical Listening: Making Interpretations **Objective No.** 17

Objective Given an oral selection, the learner will supply personal responses to the selection.

Cross Reference to Reading Objectives CC15, CC19, CL8, CL15, CL17, CL18, CL24, CL25, CL26, DC9, DC14, DL10, DL11, DL12, DL18, DL19, DL21, DL30, DL31

Teaching/Learning Strategy

Lead a discussion about feelings and emotional experiences. Encourage the learner to describe--

a sad day	something that provoked anger
a happy time	a scary situation
an exciting event	a lonely occasion

Select four very different musical selections, such as "Turkey in the Straw," "Waltz of the Flowers" from "The Nutcracker Suite," "William Tell Overture," and "Trees." Provide the learners with colored chalk and a large sheet of art paper folded in four parts. Direct the learners to listen and draw a picture or design while a selection is played. Display the pictures and help the learners compare the illustrations. Discuss differences in mood or tone.

Read various selections. Lead discussions of the learners' personal reactions with questions similar to the following:

Did you like the selection? Why?
How did you feel about the characters?
How did the selection make you feel?
Was the selection happy, sad, lonely, or silly? Why?
Could the action really happen? Why?
Would you like to hear it again? Why?
Have you ever had a similar experience or feeling? When?
How would you have solved the problem or reacted if you were in the story?

Criterion

The learner will supply personal responses to oral selections. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Drawing Conclusions **Objective No.** 18

Objective Given an incomplete oral story and multiple endings, the learner will choose the most appropriate ending.

Cross Reference to Reading Objectives CC17, CC18, CL5, CL6, CL13, CL21, DL3, DL7, DL29

Teaching/Learning Strategy

Lead a discussion of movies and stories experienced by the learners. Ask whether the learners have ever experienced a selection that did not have a stated ending. Discuss the feelings and reactions experienced on such occasions. Explain why it is necessary to tell or write stories, poems, and statements which are complete.

Show a film or filmstrip or play a recording of a story. Stop the selection before the ending. Direct the learners to write, tell, or illustrate a suitable ending.

Select several simple comic strips and fold back the last frame. Pass them to the learners. Ask the learners to tell what should happen next to complete the story. Tell the learners to turn the comic over to find out what really happened.

Read the story below:

> Carol and Laurel were best friends. Laurel's birthday was coming. Carol had one dollar that she was saving for a special bracelet she wanted for herself. She thought and thought about what to do for Laurel's birthday.

Have the learner select one of the following endings for the story.

1. She bought the bracelet for herself and gave nothing to Laurel for her birthday.
2. She found an old scarf and gave it to Laurel.
3. She bought a present for Laurel with the dollar.

Answer: Number 3.

Criterion

The learner will choose an appropriate ending for an incomplete oral story. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Predicting Outcomes **Objective No.** 19

Objective Given an incomplete oral story, the learner will predict the outcome.

Cross Reference to Reading Objectives CC17, DC17, DC19, DL6

Teaching/Learning Strategy

Explain that it is sometimes possible to determine a suitable conclusion if good listening skills are employed. Provide several opportunities for the learners to listen to part of a recipe, game, joke, or story. Direct them to supply a suitable conclusion.

Elicit the learners' attention. Explain that part of the instructions for completing a task will be given and that the learners must listen carefully, determine what should be said to complete the task, and state the concluding instructions.

> Say, "Susan, please come here. Take this note to Mr. Degas, then...."

Ask the learners to complete the statement. Accept a suitable answer, such as--

> "bring the answer/item to me."

Select a suitable book or story. Ask the librarian to read the story and exclude the ending. Discuss the story with the learners; then direct the learners to predict an outcome. Read the author's conclusion of the story; then compare and discuss with the learners the similarities and differences between their endings and the author's.

Criterion

The learner will predict the outcome of an incomplete oral story. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Drawing Conclusions **Objective No.** 20

Objective Given an oral sentence, the learner will determine whether meaning is conveyed.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Promote a discussion of the differences between words, phrases, and sentences. Place several examples of each on the chalkboard. Require the learners to analyze the examples and determine whether sensible meaning is conveyed.

Mary ran on the cloud. (no)
Mary ran after the word. (no)
Mary ran after before John. (no)
Mary ran after the cat before John did. (yes)

Duplicate a series of words similar to those shown below:

to the	can	boy	talked
loudly	on the	ruler	and
Tommy	tall	Susan	dogs
desk	yesterday	bark	put the

Paste the duplicated sheet on construction paper. Direct the learners to cut the sections and assemble words and phrases that express a thought. Provide the learners with envelopes. Store the words and add words and phrases as the learners' vocabularies increase. Accept a sentence such as the following:

Tommy	put the	ruler	on the	desk.

Prepare several sentences. Include sentences which have words missing or are in scrambled order. Read a statement orally. Direct the learner to indicate whether or not the sentence is complete and logical. Use the following as examples:

(Continued)

1. The rabbit the hill up hopped.
2. The sun is raining.
3. I played my guitar.
4. She ate the tree.
5. Throw the school to me.
6. I write with a pencil.
7. Jim saw a flower flying high in the water.
8. See me jump in the plate.
9. She has a nice smile.
10. Tie your fingers so you won't trip.

Answers

1. no 2. no 3. yes 4. no 5. no 6. yes 7. no 8. no 9. yes 10. no

Criterion

The learner will determine whether an oral statement conveys meaning with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Drawing Conclusions **Objective No.** 21

Objective Given an oral story, the learner will make and support value judgments.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Direct the learners to observe the speaker carefully. Caution the learners to refrain from moving or speaking until three different actions are committed. Walk to a learner, take several of his/her personal belongings, and place them on a table. Distribute simple treats to every learner except one. Sit down at the desk, read the newspaper for a minute, and sit back with eyes closed for a few seconds. Stand and lead the learners in a discussion of value judgments about the actions. Encourage them to tell why an action was or was not "right," "fair," or "surprising."

Provide time for the learners to describe and verbally react to situations in which they felt unfairly or fairly treated.

Place these words on the chalkboard:

Right	Wrong	Maybe

Direct the learners to describe or write a story about a situation in which the main character was right or wrong. Ask the learners to describe a situation about which they feel uncertain.

Prepare or recall stories in which the character(s) commit(s) questionable actions. Read the story; then ask the following questions:

Do you think _____ was right when he/she _____? Why?
Do you think _____ was wrong when he/she _____? Why?

Criterion

The learner will make and support value judgments. Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** CD

Subskill Critical Listening: Listening for Relationships **Objective No.** 22

Objective Given an oral sentence containing directional words, the learner will draw a picture.

Cross Reference to Reading Objectives CL8, CS15, DL9, DS7, DS9

Teaching/Learning Strategy

Lead the learners in a discussion of direction, place, and position. Explain that there are many words which indicate exactly where a given item may be encountered. Pick up a simple object. Perform the corresponding action while making the following statements:

I am placing this _____ on the desk.
I am placing this _____ beside the desk.

Direct the learners to close their eyes; then say:

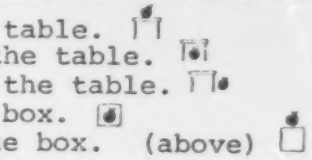
I am placing this _____ on the corner of the desk.

Ask the learners whether they could picture the location of the object. Tell the learners to open their eyes.

Discuss visual images with the learners; then allow several learners to place items while using appropriate directional words.

Provide the learners with a sheet of paper on which there are five numbered boxes. Read each statement given below. Direct the learners to illustrate the directional relationships.

1. The apple is on the table.
2. The apple is under the table.
3. The apple is beside the table.
4. The apple is in the box.
5. The apple is over the box. (above)



Criterion

The learner will illustrate directional relationships with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Listening for Relationships **Objective No.** 23

Objective Given a category orally, the learner will state related words.

Cross Reference to Reading Objectives CW1, CS13

Teaching/Learning Strategy

Explain that there are many words which are examples of a given topic or action. Give a topic such as "fruits." Ask the learners to give several examples.

Prepare a large chart on paper or on the chalkboard similar to the example below:

Animal Sounds	Fruits	Things To Drink
Things in School	Vegetables	Desserts
"Doing" Words	Countries	Cities
Games	Flowers	Names

Direct the learners to supply pictures or words which are suitable examples for the categories on the chart. Discuss and display the examples.

Encourage the learners to add a category to the chart and supply appropriate examples. Utilize any opportunity to help learners expand their vocabularies and add new words/categories to the chart.

Give a topic or category orally; then direct the learners to state several pertinent examples.

Criterion

The learner will state words associated with a given category. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Critical Listening: Listening for Relationships **Objective No.** 24

Objective Given incomplete analogies orally and a written list of suitable endings, the learner will select the correct ending.

Cross Reference to Recding Objectives

Teaching/Learning Strategy

Use terms which are meaningful to the learners to explain that it is possible to state the relationship between two things and, in turn, indicate the same inherent relationship using two different things.

Say: "Up is to down as above is to below."

Discuss the qualities or concepts in the relationship with the learners. Use questions such as the following:

Which things are being compared?
("Up" to "down" and "above" to "below.")
What is the relationship between "up" and "down"?
(They're opposites, or one is higher than the other.)
What is the relationship between "above" and "below"?
(The same as between "up" and "down.")
Is the relationship between the two phrases clear?

Require the learners to form and state simple analogies. Place several examples on the chalkboard. Examine and discuss the analogies orally.

Prepare a list of incomplete analogies. List words to be used to complete the analogies on the chalkboard or on a worksheet. Direct the learners to listen to each analogy; then choose the correct ending and write it on the corresponding line. Use the following statements:

(Continued)

OBJECTIVE NO. CD-24 (cont.)

Statements	Words	
1. Square is to round as long is to _____.	far	new
2. Ears are to listening as eyes are to _____.	gave	seeing
3. Man is to boy as woman is to _____.	short	mean
4. Fish are to swimming as birds are to _____.	pretty	seeds
5. Pencils are to write as scissors are to _____.	flying	hard
6. Good is to bad as nice is to _____.	girl	foot
7. Rabbit is to carrots as bird is to _____.	use	gray
8. Food is to eat as water is to _____.	cut	drink
9. Red is to pink as black is to _____.	yellow	paper
10. Finger is to hand as toe is to _____.		

Consult Listening Objective AB-26 for additional activities.

Answers

1. short 2. seeing 3. girl 4. flying 5. cut 6. mean 7. seeds
8. drink 9. gray 10. foot

Criterion

The learner will complete an incomplete analogy by supplying the missing word, with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Listening **Level** CD

Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality **Objective No.** 1

Objective Given several names, the learner will recite them rhythmically and clap in time.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Play musical selections and allow the learners to clap in time with the rhythm. Lead the learners in a recitation of several Mother Goose rhymes which contain names, such as the following:

Bobby Shafto's gone to sea,
Silver buckles at his knee,
He'll come back and marry me,
Pretty Bobby Shafto!

Johnny Armstrong killed a calf,
Peter Henderson got half,
Willy Wilkinson got the head,
Ring the bell the calf is dead.

Ask the learners to clap in time with the rhythm of the poem. Place the poems on the chalkboard. Direct the learners to clap the rhythm as it is read. Point to the words as the learners clap.

List the names of the learners on the chalkboard. Help the learners to recite the names rhythmically and clap in time.

Suzy, Suzy, Suzy

Suzy Walker, Suzy Walker.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality **Objective No.** 2

Objective Given an oral rhyming poem, the learner will respond by clapping, playing an instrument, or moving.

Cross Reference to Reading Objectives CL1, CL2, CL3, CL4, DL1, DL2

Teaching/Learning Strategy

Provide recordings of several nursery rhymes. Encourage the learners to tap, hum, clap, or skip in time to the beat.

Encourage the learners to skip rope or engage in finger play exercise while reciting a poem or jingle. Use activities and songs in the Chicago Board of Education publication Reinforcing the Reading Program through Music with Emphasis on Phonic Skills, Primary Levels.

Ask the upper cycle play leaders to suggest games in which the learners clap or move in time with a poem or rhyme.

Direct the learners to listen to a rhyme such as "Mary Had a Little Lamb" and clap, move, or tap in time with the rhythmic beat.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality **Objective No.** 3

Objective Given an incomplete rhyming couplet orally, the learner will state the omitted word.

Cross Reference to Reading Objectives CL5, CL6, DL5, DL7, DL8

Teaching/Learning Strategy

Discuss rhymes and rhyming words. Read several familiar nursery rhymes. Omit the last word in a rhyming couplet. Ask the learners to supply the missing word. Write the couplets on a chart and tell the learners to read the complete poem.

Ask each learner to recite a line of a favorite rhyme, and choose another learner to supply the second line to complete the couplet. Help the learners to write the rhymes in a booklet. Place the booklets on the library table. Allow the learners to read the booklets.

Use rhyming couplets such as those below:

A. Fish can be caught with a hook.
People learn by reading a _____.

B. Last night I looked in the sky.
I saw some stars way up _____.

C. Apples and pears are good to eat.
They're better for your teeth; they're not too _____.

D. An elephant would make a very nice pet.
You could use it in the summer to get very _____.

E. Mothers are very nice people to know.
They say things that help you wherever you _____.

Answers: A. book; B. high; C. sweet; D. wet; E. go

Criterion

The learner will complete a rhyming couplet with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality **Objective No.** 4

Objective Given an oral word and a corresponding picture, the learner will supply a word that rhymes.

Cross Reference to Reading Objectives CW4, CC5, CC7, CS4, CL5, DC14, DC16, DL5, DL8, DL15

Teaching/Learning Strategy

Lead a discussion of rhyming words and word families. Introduce a simple word such as hot. Ask the learners to state as many rhyming words as possible. List the words on a chart. Ask the learners to select five words from the chart, write the words on paper, and draw a suitable illustration for each. Allow the learners to share the pictures with other learners.

Take the learners for a walk around the school building. Tell them to look and listen in order to discover new words. Return to the classroom and direct them to recall new words they saw or heard. Write the words on the chalkboard. Help the learners to read the words and supply a rhyming word for each.

Assemble pictures of familiar objects. Label the pictures appropriately. Pass the pictures to the learners. Ask the learners to read the name of an object in the picture and supply a rhyming word. Use pictures of items such as--

face	cake	house	swing
chair	pen	light	rug
table	skirt	star	rose

Criterion

The learner will supply a rhyming word with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Identification of Rhythm, Rhyme, and Tonal Quality **Objective No.** 5

Objective Given an emotional oral selection, the learner will state the effect of the expressions.

Cross Reference to Reading Objectives CL15, CL17, CL18, CL26, DC11, DC14, DC15, DL16, DL17, DL18, DL19, DL21

Teaching/Learning Strategy

Explain that it is possible to indicate true feelings by the manner in which a phrase is stated. Point out that the words themselves are sometimes ineffective unless the appropriate tonal qualities and gestures are present. Illustrate this with several examples similar to the following:

> Say the following statement in a monotone and use no facial expressions: "John, your house is on fire."
>
> Say the same statement with vocal inflections and gestures: "John, your house is on fire!"

Discuss the two presentations and help the learners to realize the importance of expressions. Ask the learners to identify the emotion involved.

Help the learners to prepare recitations of favorite poems or stories. Encourage the learners to use inflections and gestures during the presentations. Ask another learner to state the implication of the gestures, expressions, and intonation.

Read one of the Dr. Seuss storybooks. Use body language and intonation to emphasize meaning. Ask the learners to explain how the expressions help to convey the meaning of the story.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 6

Objective Given an oral selection, the learner will identify the theme.

Cross Reference to Reading Objectives CC8, CC9, CC10, CC22, CC23, CL21, DC18, DC21

Teaching/Learning Strategy

Select filmstrips or pictures, but do not show or state the title or subject. Tell the learners to view the material, look for clues, and state the theme.

Choose a simple recipe for a familiar food. Tell the learners to listen to the names of the ingredients and the preparation steps. Direct the learners to draw a picture of the item.

Read several familiar poems about a subject such as birds or seasons. Ask the learners to identify the subject of the poems and tell how the poems differ.

Select an unfamiliar story. Read the story, but refrain from identifying the title or theme. Ask the learners to suggest a suitable title or tell the theme of the story.

Provide the learners with a topic or theme and direct them to locate a corresponding poem or story. Allow the learners to share the selections with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 7

Objective Given both a fiction and a nonfiction selection orally, the learner will appropriately label each.

Cross Reference to Reading Objectives CC21, CC23, CC26, CC27, CL19, CL22, CL23, DL22, DL32, DL33

Teaching/Learning Strategy

Lead a discussion of the differences between fiction and nonfiction. Help the learners to compare the two types. Read a short example of each. Place a chart on the chalkboard similar to the one shown below. Help the learners to compare the two selections. Write the learners' suggestions on the chart in the following manner.

Fiction	Nonfiction
Is not true	Is true
Is not about real people and things	Is about real people and things
Has not happened	Can or has happened

Ask the librarian to point out, explain, and read examples of fiction and nonfiction selections.

Provide brief recordings of fiction and nonfiction selections. Ask the learners to identify each and state details that help differentiate between the two examples. Tell the learners to illustrate the two selections on a sheet of art paper. Label the examples and prominently display them.

Criterion

The learner will distinguish between fiction and nonfiction with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 8

Objective Given an oral story, the learner will identify the plot in sequence.

Cross Reference to Reading Objectives CC11, CC12, CL28, CL29, DC7, DL23, DL24, DL27, DL28, DL35

Teaching/Learning Strategy

Lead a discussion of the order in which familiar events occur. Use "Show and Tell" time and ask the learners to describe the first, middle, and final events of an average school day. Provide paper and crayons. Ask the learners to divide the paper into three parts and illustrate the events that they experience on a typical day. Label the pictures beginning, middle, and end. Place the illustrations on a bulletin board entitled "Day by Day."

Read the story given below. Tell the learners to listen to the story and tell the beginning, middle, and final event.

> Last week, Steve's family went on a picnic in the park. Steve's mother shopped and prepared the food. Steve's father washed the car and assembled the bats, balls, and games. The family loaded the car early and drove to the big park. After unloading the car, the family played a game of baseball and ate lunch. After a long, enjoyable day, Steve's family loaded the car and returned home. Steve went to tell his friends about the trip.

Select a familiar story, such as "Jack and the Beanstalk." Tell the story out of order. Ask the learners to tell the story in the correct sequence. Help the learners to realize that the story makes no sense when it is read out of order.

Criterion

The learner will tell a story in correct sequence with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotions, Setting, and Style **Objective No.** 9

Objective Given an oral story, the learner will answer questions about character traits.

Cross Reference to Reading Objectives CC13, CC14, CC15, CL24, CL25, DC4, DL29, DL30

Teaching/Learning Strategy

Lead a discussion about character. Explain that the actions of persons tell as much about them as the words they speak. Use the material and suggestions in the Chicago Board of Education publication Career Development for the Primary Level. Allow the learners to role-play and discuss terms which describe personal behavior, such as the following:

brave	honest	kind	sneaky
timid	trustworthy	gentle	friendly

Tell the learners to choose a favorite story character or a personal friend. Ask the learners to tell why the particular person is liked. List these qualities on the chalkboard in the manner shown below. Designate a trait and ask the learners to identify other people who exemplify the particular quality.

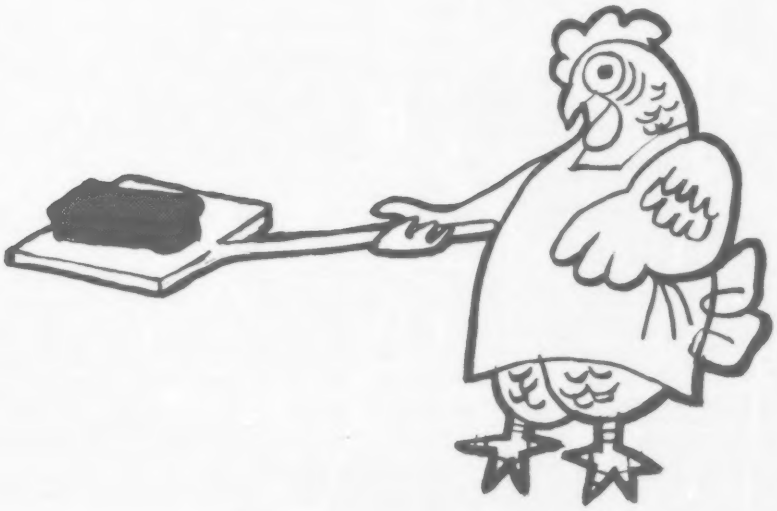
Speed Racer	Goldilocks
Is brave	Is not brave
Is honest	Takes what does not belong to her

Present a story about a character, such as "The Ugly Duckling." Lead a discussion of the story and ask the learners to answer questions similar to the following:

What did the duckling want to do?
Why did he want to do it?
How did the animals feel about the duckling?
How did they treat the duckling?
What did the mother think about her baby?
How did the duckling act?
What happened to the duckling?
How did the animals treat it then?
What kind of friends were they?
Why did the animals mistreat the duckling for something it could not change?
What would you have done if you had been the duckling?

OBJECTIVE NO. CD-9 (cont.)

Ask the learners to draw a picture of their favorite storybook character. Have them show their pictures to the group and identify three character traits of the person illustrated.



Use the following suggested character traits for the Little Red Hen: honest, trustworthy, and friendly.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotion, Setting, and Style **Objective No.** 10

Objective Given an oral story, the learner will identify the mood.

Cross Reference to Reading Objectives CC19, CL14, CL15, CL17, CL18, CL26, DC9, DL18, DL19, DL21, DL31

Teaching/Learning Strategy

Lead a discussion about feelings. Point out that actions, music, or words can cause a change in feeling. Display a picture of some happy event, such as a party or fiesta. Encourage the learners to tell how such a picture makes them feel. Show a picture of a sad scene, such as a children's hospital. Ask the learners to describe their feelings about pictures. Lead a discussion about the effect of the music and sound effects in a mystery movie or radio program.

Direct the learners to write or tell a story about a pleasant, humorous, or unhappy experience. Discuss the feelings which result from the experiences. Write the learners' descriptive words on the chalkboard. Accept words such as sad, happy, frightened, nervous, excited, and tickled. Tell the learners to explain how such words help to make a story more meaningful.

Read a story such as "Snow White." Ask the learners to identify the mood in each of the following parts of the story:

after Snow White's mother dies
after the Queen tells the hunter to kill Snow White
after the dwarfs help Snow White
after Snow White dies
after the prince comes.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Sensitivity and Recognition of Theme, Plot, Characterization, Mood, Emotion, Setting, and Style **Objective No** 11

Objective Given an oral selection, the learner will identify the setting.

Cross Reference to Reading Objectives CC16, CL8, CL11, CL12

Teaching/Learning Strategy

Use a trip to a play or an assembly program to provide an introduction to a discussion about setting and background. Lead a discussion of the experience and encourage the learners to describe the things that make a play more enjoyable. Ask several learners to dramatize the play without scenery; then help them to compare the two presentations. Compare the scenery in a play to the words in a poem or story that tell where and when an event takes place.

Provide a box, stiff tagboard, scissors, construction paper, and paste. Direct the learners to make paper doll figures and the setting of a favorite story. Have them tell a story about the scene. Display the finished dioramas.

Read a description of a familiar place or time, such as a beach, a circus, or a season of the year. Require the learners to identify the location or time. Read a poem such as the following:

> The little boy looked at the big wide door,
> He had on a coat and nothing more,
> Neither hat, nor shoes, nor socks had he,
> He was too small to open the door and flee.

Lead the learners in a discussion of the setting for the poem. Ask the learners to tell what they think the boy was doing. Direct the learners to illustrate the setting.

Criterion

The learner will identify the setting with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Figurative Language **Objective No.** 12

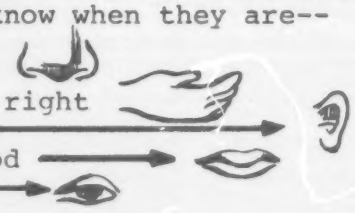
Objective Given a selection, the learner will identify the sensory image and the associated words.

Cross Reference to Reading Objectives CL8, CL9, DC13, DL9, DL10, DL11, DL12

Teaching/Learning Strategy

Use activities and suggestions in the Curriculum Guide for Science, Kindergarten-Primary One, and the Curriculum Guide for Health and Safety, Kindergarten-Grade 8, published by the Chicago Board of Education, to discuss the five senses. Ask the learners to tell how they know when they are--

1. having spaghetti for dinner
2. getting the bath water just right
3. going to need an umbrella
4. putting too much salt on food
5. buying a chocolate cake.



Help them imagine a world with everything looking, sounding, feeling, smelling, or tasting alike. Lead a discussion of this type of world, stressing differences with the actual world.

Secure a large box and cover it with construction paper. Label it the "Looking, Touching, Smelling, Tasting, Hearing Box." Tell the learners to bring in appropriate pictures or samples of objects which can be experienced through the senses. Provide time for the learners to examine and discuss the contents each week.

Read a selection such as the following Mother Goose rhyme. Ask the learners to identify the sensory images and tell which words evoke the responses.

> Hush, baby, my doll, I pray you don't cry
> And I'll give you some bread and some milk by and by;
> Or, perhaps, you like custard, or, maybe, a tart -
> Then to either you're welcome, with all my whole heart.

(Continued)

OBJECTIVE NO. CD-12 (cont.)

Answers

1. smell; 2. touch; 3. hearing; 4. tasting; 5. seeing

Rhyme: The learners' responses may vary. Some suggested responses may include the following:

Line 1. holding a crying baby doll -- hush, cry
Line 2. preparing food for the baby doll -- bread, milk
Line 3. deciding on a dessert -- custard, tart
Line 4. holding a baby doll -- welcome, heart

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Figurative Language **Objective No.** 13

Objective Given a figure of speech in an oral selection, the learner will state the meaning.

Cross Reference to Reading Objectives CC4, CL10, DL13, DL14

Teaching/Learning Strategy

Lead the learners in a discussion of figures of speech. Give several examples, such as the following:

She cried her eyes out.
High as the sky
She flew out of the room.
He cooks up a storm.
The walls rang with laughter.

Discuss the examples and explain the phrases. Ask the learners to supply expressions that a parent, neighbor, or friend uses frequently. List the phrases on chart paper and help the learners to determine the true meaning of each.

Play recordings of songs, poems, and stories. Help the learners to identify and interpret the examples of figurative language.

Read the following story to the learners. Ask them to identify the figures of speech, state the meaning of each, and illustrate the expressions. Help them to respond to the humor.

Yesterday Mr. Jones was asleep in the yard. Time flew and his son called him to dinner. "This food is a sight for sore eyes," said Mr. Smith. Before you could say, "Jack Spratt," his plate was as clean as a whistle. He made a bee line back to his chair.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Listening **Level** CD

Subskill Recreational Listening: Deriving Enjoyment **Objective No.** 14

Objective Given an oral story, the learner will respond appropriately.

Cross Reference to Reading Objectives CC19, CL1, CL2, CL3, CL4, CL15, CL17, CL18, CL26, DC9, DC11, DC12, DL1, DL2, DL16, DL18, DL19, DL21, DL31

Teaching/Learning Strategy

Place the following words on chart paper. Explain the meaning of the words to the learners. Designate a term and ask a learner to describe a situation which stimulates the emotional response. Direct the learners to identify a story, poem, or song which evokes a strong response. List the examples in the appropriate category on the chart.

Feeling Words

funny	sad	happy	afraid
angry	silly	worried	excited

Provide selections which exemplify several of the terms listed on the chart. Read a selection such as the following Mother Goose rhyme. Ask the learners to identify the feelings evoked by the descriptions.

Hippety hop to the barber shop,
To get a stick of candy,
One for you and one for me,
And one for Sister Mandy.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

**Speech is a mirror of the soul;
As a man speaks, so is he.**

Publilius Syrus

SPEAKING

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Articulation **Objective No.** 1

Objective Given practice in listening to the sounds of digraphs, blends, or vowels, the learner will use these sounds correctly when speaking or reading orally.

Cross Reference to Reading Objectives CW7, CW10, CW11, CW12, DW10

Teaching/Learning Strategy

Make up jingles or use short poems which emphasize the correct articulation of the various speech sounds.

digraphs	Sharon shoveled snow. Sheila watched the show. Charlie chewed chocolate chips. Chandra chewed cherry flips.
blends	The great green frog talked. As the pretty princess walked.
short vowels	Jack's back pack is black. It's filled with clams, ham, and jam.
long vowels	Motor boats are hard to tow. That's why Homer let his go.

Select a set of picture cards which illustrate words with initial consonant blends. Pronounce each picture word; then have the learners correctly pronounce each picture word. Use this procedure with picture cards made for vowels and digraphs.

Learn the "C-H Digraph Cha Cha" on page 23 of the book Reinforcing the Reading Program through Music with Emphasis on Phonic Skills, Primary Levels, Chicago Board of Education.

Criterion

The learner will pronounce blends, digraphs, or vowel sounds with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 2

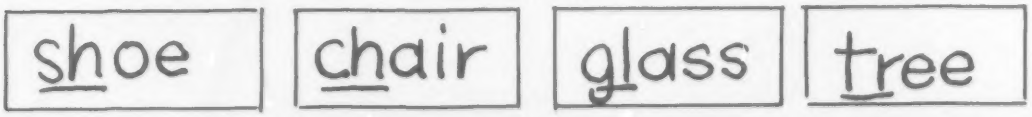
Objective Given practice saying digraphs, blends, and vowels in isolation, the learner will pronounce them correctly in words.

Cross Reference to Reading Objectives CW7, CW10, CW11, CW12, DW10

Teaching/Learning Strategy

Pretend learners are imaginary creatures that speak in isolated digraphs or blends. Have a flip-flop bird say "fl, fl, fl." Make signs for the learners to wear in order to communicate with the other "creatures." Have them say real words that include the appropriate digraph blend or vowel.

Use a language master and make a set of cards for digraphs (ch, sh, th), blends (bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr), or vowels. Have learners insert the appropriate card and pronounce digraph, blend, or vowel correctly with audio. The same format can be used with word cards.

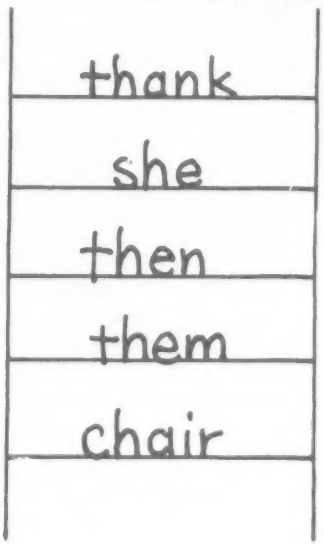


(Continued)

OBJECTIVE NO. CD-2 (cont.)

Write digraphs ch, sh, and th on three separate index cards. Pronounce a word that uses the digraph. Have the learners repeat the word and pronounce the digraph correctly.

Draw a ladder. Write a word appropriate to the lesson on each rung. Have learners pronounce each word correctly. Direct other learners to listen carefully to the pronunciation of word(s). Have them "climb" the ladder by correctly pronouncing the word. Provide an opportunity for each learner to pronounce the words correctly. Evaluate learners' progress at the top of each ladder.



Criterion

The learner will pronounce digraph, blend, and vowel sounds in words with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 3

Objective Given practice using correct pronunciation of digraphs, blends, or vowels, the learner will pronounce words correctly in conversation and in reading.

Cross Reference to Reading Objectives CW7, CW10, CW11, CW12

Teaching/Learning Strategy

Find and read aloud words in which there are digraphs in the initial, final, or medial positions within a word. Ask the learner to repeat words.

them	child	shell
brother	kitchen	washer
bath	watch	wish

Select several sight words with initial consonant blends from CW18 and DW12. Make word cards and have learners correctly pronounce words.

Sight words from CW18: black, brown, please, pretty
Sight words from DW12: fly, from, stop

Expand this activity to include appropriate words from the basal reading program or other sources.

Make a list of words from the reader that are pronounced the same except for one short vowel sound. Practice saying these words correctly.

will-well	not-net	as-is	but-bit
got-get	pat-pet	than-then	run-ran

Have the learners add words to the list.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Correct Pronunciation **Objective No.** 4

Objective Given a familiar poem or choral reading, the learner will correctly pronounce the selection.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Give learners the opportunity to join in saying the refrain of poems. Include the familiar "Hot Cross Buns," or "A Farmer Went Trotting."

Hot Cross Buns

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!

If you have no daughters
Give them to your sons;
One a penny, two a penny,
Hot cross buns!

A Farmer Went Trotting

A farmer went trotting upon his grey mare,
Bumpety, bumpety, bump!
With his daughter behind him so rosy and fair
Lumpety, lumpety, lump!

A raven cried, croak! and they all tumbled down,
Bumpety, bumpety, bump!
The mare broke her knees and the farmer his crown,
Lumpety, lumpety, lump!

The mischievous raven flew laughing away,
Bumpety, bumpety, bump!
And vowed he would serve them the same the next day
Lumpety, lumpety, lump!

(Continued)

OBJECTIVE NO. CD-4 (cont.)

Use tongue twisters to gain facility in articulation and pronunciation. Discuss what a speeded up rate does to the clarity of speech. Have learners repeat "Peter Piper."

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

Criterion

The learner will pronounce familiar poems and choral reading selections with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Volume Control **Objective No.** 5

Objective Given sounds at various volumes, the learner will distinguish the difference and will utilize this range in his speech pattern.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Guide learners to appreciate the importance of pitch, inflection, and volume in oral communication.

Sound middle "C" and have learners raise or lower their usual speaking voice volume as they chant a simple phrase or sentence. Repeat, varying the pitch a note or two above or below middle "C." Use short sentences such as the following:

I am a good boy (girl).
See the pretty pink flower.
Are you going home?
Where are you going?

Listen to a radio program or record with the volume low. Determine when and why adjustments must be made in the volume. Discuss appropriate volume for classroom, playground, and library.

Direct learners to write a television commercial, utilizing an appropriate range of volumes. Have learners dramatize the commercial, utilizing the different volumes.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 6

Objective Given an oral example of vocal inflection, the learner will try to imitate it.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Repeat a particular phrase or sentence, giving different meanings each time by changing the pitch and inflection.

Have learner say angrily: When are you going?
Have learner say gaily: When are you going?
Have learner say sadly: When are you going?

Ask the learner how the listener felt each time he said the sentence. How could the listener tell the emotions were different?

Ask the learners to display various emotions as they say, "I'm going out to play." Have other learners in a small group try to guess what the speaker's emotions are in saying, "I'm going out to play."

angry	happy	sad
bewildered	lonely	scared
excited		tired

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 7

Objective Given practice and instruction in using his/her voice in different pitches and inflections, the learner will speak in an appropriate manner.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Help learners to hear the upward inflection of many questions and the downward inflection of many direct answers. Use sentences that can be both questions or statements, depending on the punctuation. Suggested sentences for the learner to say follow:

Billy is going.	Billy is going?
We are in school.	We are in school?
The Cubs won.	The Cubs won?

Have the learner recite "Pussy Cat, Pussy Cat," utilizing appropriate voice pitches and inflections.

> Pussy cat, pussy cat, where have you been?
> I've been to London to look at the queen.
> Pussy cat, pussy cat, what did you there?
> I frightened a little mouse under her chair.

Let the learner feel the different movement of the diaphragm when speaking softly, normally, and loudly. Direct the learner to speak in a volume appropriate to the following situations:

asking a question	giving directions
answering a question	calling a pet
calling a friend	telling a secret
singing a song	yelling a response

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Vocal Flexibility **Objective No.** 8

Objective Given practice and instruction in using his/her voice in different pitches and inflections, the learner will recreate mood and emotion orally with other members of the class.

Cross Reference to Reading Objectives CC19, CL17, CL24, DC14, DL21, DL31

Teaching/Learning Strategy

Have the learners experience using their voices in portraying characters in dramatic presentations.

Have learners improvise dialogue in a television show. A scene in a spaceship might be the setting. Have each learner select a character and portray various moods and emotions through voice adaptation. Suggested characters might include the following:

singing spaceship captain
mother returning to her family
boy on his first space journey
lady spaceship mechanic
grandparent going home after a visit
adman selling space for the commercial break.

Write activity cards for learners with several situations and several characters which would lend themselves to an interesting dramatic presentation.

Setting: roller skating rink

Characters: an uncoordinated, pretty lady
a handsome disco skater
a well-known skate racer

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Mechanics of Speaking: Use and Control of the Body **Objective No.** 9

Objective Given a familiar poem, the learner will recite it, using gestures appropriate to the selection.

Cross Reference to Reading Objectives CL27, CL28, CL29, DL28, DL35

Teaching/Learning Strategy

Use the poem "Eency Weency Spider."

> Eency, weency spider climbed the water spout,
> Down came the rain and washed the spider out,
> Out came the sun and dried up all the rain,
> Now eency, weency spider went up the spout again.

Say the poem two or three times. Use facial expressions and gestures appropriate to the selection. Have the learners say the poem with the teacher. Encourage the learners to say the poem using appropriate gestures. Use the following poems to extend this activity:

Little Jack Horner

Little Jack Horner
Sat in the corner,
Eating a Christmas pie;
He put in his thumb,
And pulled out a plum,
And said, "What a good
boy am I!"

Yankee Doodle

Yankee Doodle came to town,
Riding on a pony;
He stuck a feather in his cap
And called it macaroni.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking *Level* CD

Subskill Ability To Communicate Orally: Standards *Objective No.* 1

Objective Given a discussion, the learner will use standards as a guide when speaking.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Have a discussion with learners regarding good speaking habits.

Identify those qualities that are associated with standards for good speech. Have learners identify models of good speech.

Model appropriate speech patterns to assist learners in recognizing acceptable standards of speech.

Suggest different topics for learners to use in preparing an oral presentation for a small group. Direct learners to distinguish between acceptable and unacceptable speech standards.

Have the learners relate a personal experience to the class. Direct learners to use standards of good speech to effectively communicate their stories. Use the following suggested standards.

Speak in complete sentences.
Use vocal expression.
Utilize appropriate tone.
Look at your listener(s).

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Responsibility of the Speaker **Objective No.** 2

Objective Given oral presentations, the learner will contribute to a list of guidelines for speaking.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Expose the learners to a range of appropriate models of effective speech. Have the learners listen to an oral presentation on a topic similar to the following:

School Safety	How To Make a Holiday Decoration
Healthful Eating Habits	Use of Rhythm Band Instruments

Lead the learners in a discussion of the oral presentation. Encourage the learners to participate in the discussion. Use the learners' contributions to the discussion to develop a chart on guidelines for speaking such as the following:

Good speakers...
say their words clearly and carefully.
pause at the end of a sentence.
select an interesting topic.
use appropriate gestures.

Have the learners draw pictures to illustrate the chart and display them in the classroom.

Have the learners give brief oral presentations on various subjects or areas of interest. Direct them to use the suggestions on the chart to prepare their presentations.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Organizing Ideas **Objective No.** 3

Objective Given an opportunity to speak to a group, the learner will choose a topic and organize his/her ideas.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Demonstrate a simple process of making something in the classroom. Instruct learners to explain the process to a small group. Guide the learners to sequentially organize directions for an effective oral presentation.

Select a general topic. Have each learner present a short speech on a subtopic which interests him/her. Direct the learner to stay on the topic and to organize ideas. Have each learner present his/her speech to the class.

Divide learners into small groups. Have each learner choose a topic to present orally to the group. Encourage the learner to define his/her topic, to organize ideas, and to speak effectively to the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 4

Objective Given a unit of study, the learner will choose appropriate words.

Cross Reference to Reading Objectives

DS27

Teaching/Learning Strategy

Develop a unit of study on the school. Have learners discuss new terms. Classify new vocabulary terms according to persons, places, and things. Have learners make a picture dictionary for new vocabulary terms. Use examples, such as the corner where the teacher reads learners' stories. Call this the "library." Have learners share their picture dictionaries with each other.

Discuss the use of new terms. Have learners complete sentences orally by selecting one of two possible choices which best completes the sentence. Use sentences similar to the one which follows:

> The room where we eat our food is called the _____ (library or lunchroom).

Have learners make up various products for a particular unit of study. Have learners develop ads for these products. Stress the importance of appropriate and descriptive terms in trying to sell products.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 5

Objective Given a situation in which his/her senses are aroused. the learner will state the sense(s) involved.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the five senses with the learners. Have the learners experience each of the senses. Set up various learning centers: Smell, Taste, Touch, Sight, and Hearing. Select several things for learners to smell and have them describe orally each olfactory experience. Keep a list of responses.

Conduct a discussion of words used to express the experiences of smelling, tasting, touching, seeing, and hearing. Organize the learners' listings of the following:

Words that describe how things smell
Words that describe how things taste
Words that describe how things feel
Words that describe things we see
Words that describe things we hear.

Structure a situation in which the learner must use at least two senses to describe a mystery object. Guide learners to explain the different senses they used to give clues.

Have the learners relate a personal experience to a small group. Direct the learners to express in words what their senses experienced. Encourage the learners to expand their vocabularies.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 6

Objective Given a word orally, the learner will name words that rhyme with it.

Cross Reference to Reading Objectives CL5, CL6, DL7, DL8

Teaching/Learning Strategy

Read several poems to the learners. Direct the learners to listen for rhyming words.

Provide learners with lessons in auditory discrimination. Have the learners listen to word pairs and tell whether the word pairs rhyme or not.

Play initial consonant substitution games with the learners. Use the C and D level sight words for base words. Write each word on a word card and write several consonant cards. Display a word card and substitute initial consonant cards. Have the learners correctly say the new word.

Have the learners make word cards using the C and D level sight words. Have the learners team up in pairs: one learner will draw a word card and correctly say the word; the other learners will respond by orally giving an acceptable rhyming word. Learners may alternate turns.

Motivate the learners to make up commercial jingles. Encourage the learners to be creative. Have the learners present their jingles to the class.

Select various words from the learners' oral vocabularies. Have the learners name acceptable words that rhyme with the given word. Play the game "Rhyming Bee." Directions for the game follow:

(Continued)

OBJECTIVE NO. CD-6 (cont.)

Have the learners line up. Say a word. Have the first learner respond with a rhyming word. If the response is correct, play passes to the next learner. Learners who do not have an acceptable response are eliminated until only one learner is left.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 7

Objective Given a familiar subject, the learner will choose new vocabulary words.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Structure a familiar situation for the class. Have several learners tell about the situation. Encourage learners to listen to each other and to use different words in expressing themselves. Compare the vocabulary used by the learners. Guide learners to use more appropriate and descriptive terms.

Keep a list of the new vocabulary words used by learners. Categorize the words as adjectives, compound words, nouns, and verbs. Make a set of word cards for the verbs. Have the learner select a verb word card, correctly say the word, and physically demonstrate its action. Use examples such as the following:

hop jog run skip walk

Select several sentences about a familiar subject. Have the learners rephrase sentences by using more descriptive terms. Use examples like those which follow:

Jim hit the baseball out of the park and scored two points.
Sally had on a black skirt with a light purple blouse.

Direct learners to prepare an oral presentation on a familiar subject. Guide the learners to use vocabulary appropriate to the subject they are discussing. Include topics such as the following:

basketball dancing football painting

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 8

Objective Given a root word, the learner will add s, ed, and ing.

Cross Reference to Reading Objectives CW3, CW9

Teaching/Learning Strategy

Encourage the learners to add s, ed, and ing to root words correctly. Use oral sentence patterns to direct the learners to correct usage. Serve as a model and help the learners recognize correct grammatical usage. Use oral sentence patterns to direct the learners to correct usage.

Write several sentences on the chalkboard. Read the sentences with the learners. Change the sentences and root words to vary the activity. Include sentences similar to the following:

Jim walks. Jim walked to class yesterday.
Jim and Carlos walk. Jim is walking to class now.

Say a sentence, but omit a word. Have the learners decide which of two given verbs best completes the sentence. Use examples such as the following:

Maria (helps, helping) her teacher.
Peter is (looks, looking) at the uniforms.
The children (baked, bakes) a cake for mother's birthday.

Compile a list of familiar verbs and have the learners add the s, ed, and ing. Use the new words correctly in sentences similar to the following.

Verb	Sentences
look	She looks at the book.
	She looked at the book last night.
	She is looking at the book.

Read a verb and a sentence, omitting the correct verb form. Have the learners respond by orally supplying the correct verb form. Use examples such as the following.

Verb	Sentences
play	The basketball team _____ last Friday.
dance	Sara is _____ at the party.

(Continued)

OBJECTIVE NO. CD-8 (cont.)

Verb	Sentences
know	Sally _____ how to jump rope.
stop	Will we _____ to eat lunch at the zoo?
walk	Mother is _____ around the yard.
eat	What time does your room _____ lunch?
think	What are you _____ about?

Answers

Maria helps her teacher. Peter is looking at the uniforms. The children baked a cake for mother's birthday.

The basketball team played last Friday. Sara is dancing at the party.

Sally knows how to jump rope. Will we stop to eat lunch at the zoo? Mother is walking around the yard. What time does your room eat lunch? What are you thinking about?

Criterion

The learner will discriminate between the endings s, ed, and ing and will correctly use verb tenses with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 9

Objective Given a word with multiple meanings, the learner will use the word indicating the different meanings in sentences.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Make the learners aware that words may have more than one meaning. Discuss the use of the word saw in the following sentences:

I saw the girls yesterday. (to see with your eyes)
Dad has a saw and a hammer. (a tool)
Pam had to saw through the door. (to cut)

Develop this activity, using familiar words.

Ask the learners to correctly answer various riddles which use a multiple-meaning word as the answer. Use riddles similar to the following:

What word is a name of an insect and tells what a kite should do? (fly)
What word is a name of a month and asks permission? (may)
What word is a name of a color and describes a coward? (yellow)
What word tells us the score is even and is the name of a piece of clothing? (tie)

Have learners make up riddles which use a multiple-meaning word as the answer. Encourage learners to expand their vocabularies.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Ability To Communicate Orally: Vocabulary **Objective No.** 10

Objective Given a list of phrases, the learner will select the possessive form of nouns.

Cross Reference to Reading Objectives

DW11

Teaching/Learning Strategy

Encourage the learners to use the possessive noun form correctly. Model oral language patterns to facilitate the learners' vocabulary development and to help the learners recognize correct grammatical usage.

Write several phrases containing possessives on the chalkboard. Lead the learners to discuss phrases. Use pairs of phrases similar to the following:

the girl at school	Robert's coat
the girl's hat	The Roberts who live here

Guide the learners to understand the possessive form of the noun that shows ownership.

Select various objects in the classroom. Have the learners use the possessive case in describing to whom in the room an object belongs. Emphasize that the possessive case shows ownership. Hold up various objects and ask, "Whose book is this?" Direct the learners to respond in complete sentences, such as, "That is Jim's book."

Dictate sentences to the learners, using possessive nouns. Check the learners' work. Have the learners dictate sentences using possessives to each other.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Situational Speech **Objective No.** 1

Objective Given a filmstrip or a movie, the learner will answer questions about it orally.

Cross Reference to Reading Objectives CC6, CC28, DC4

Teaching/Learning Strategy

Show a filmstrip. Guide the learners to remember the details of the filmstrip. Discuss the story with the learners. Ask the learners literal comprehension questions involving the question words: who, what, when, and where. Direct the learners to answer the questions orally. Turn the filmstrip to the frame that best answers the question and discuss the learners' responses.

Prepare the learners to see a movie. Write several literal comprehension questions about a movie on the chalkboard. Have the learners read the questions and then show the movie. Guide the learners to understand the questions and to locate the answers while they are viewing the film. Finish the film. Have the learners repeat the questions in their answers as indicated in the example below.

Question: What time did the party begin?
Answer: The party began at noon.

Guide the learners to speak clearly and to use an appropriate voice.

Criterion

The learner will answer questions about a filmstrip or a movie with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Situational Speech **Objective No.** 2

Objective Given visual stimulation, the learner will ask questions about the items.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Cut and paste several old workbook pictures on cardboard to make flash cards. Show a flash card to the learners. Have the picture card represent an object that is hidden in the classroom. Use a picture card similar to the one which follows:

The picture card represents a ball.

Direct the learners to ask questions to determine the location of the ball.

Is the ball under something?
Is the ball near the west wall?

Select a wide variety of pictures from appropriate magazines. Direct the learners to ask questions about the pictures. Use pictures of luscious desserts, unfamiliar gadgets, mystery characters, and interesting situations to stimulate questions. Encourage the learners to ask probing questions to help understand the pictures. Allow the learners to select additional pictures.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

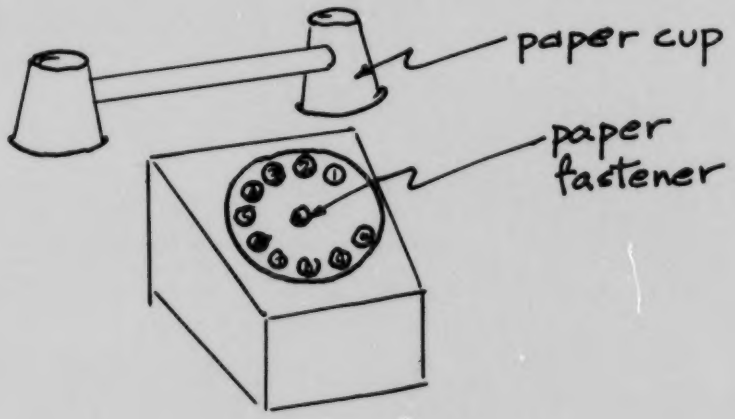
Subskill Communication Techniques: Situational Speech **Objective No.** 3

Objective Given a speaking opportunity, the learner will make telephone calls.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Have the learners make a toy telephone. Use construction paper, yarn, a paper fastener, markers, and two small paper cups to assemble the phone. Help the learners understand the important parts of the phone, such as the dial and receiver, as well as the phone number.



Assign each learner a three-digit classroom phone number. Encourage the learners to recall their own phone numbers. Have the learners write this phone number on their phone dials and compile a classroom phone directory on the front chalkboard.

Doe, John	134
Smith, Ann	467

(Continued)

OBJECTIVE NO. CD-3 (cont.)

Explain how to make telephone calls. Make a wall chart similar to the chart below listing the steps necessary in making a telephone call.

How To Make a Phone Call
1. Pick up the receiver.
2. Place the receiver next to your ear.
3. Dial the phone number.
4. Listen for the person to answer.
5. Say "hello" when the person answers.
6. Convey your message.

Expand this chart gradually to include information about dial tones, busy signals, and other telephone sounds.

Have several pairs of learners practice making and receiving calls. Direct the learners to say the three-digit number of their own phone number as they dial and to say "ring-ring." When the dialing is completed, have the receiving learner pick up the phone and participate in a conversation.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Situational Speech **Objective No.** 4

Objective Given instruction and practice in using the telephone, the learner will answer the telephone correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide or make a set of play telephones. Discuss correct use of the telephone. Have the learners make and receive phone calls. Make a chart on telephone courtesy. Include the following points for answering the telephone.

Say "hello" or your telephone number clearly.
Ask for the name of the person calling.
Use polite terms such as please and thank you.

Allow two learners to use the set of play telephones. Have one learner make a call and the other learner receive the call. Guide the learners to speak clearly and to use good telephone manners.

Instruct the learners on how to leave and correctly take telephone messages. Have learner "A" call learner "B" and have learner "C" answer the phone. Direct learner "B" to stand where he/she cannot hear the phone conversation. Guide learner "C" to relay the phone message to learner "B." Stress the importance of answering the phone and taking messages accurately. Practice writing simple phone messages. Stress the importance of writing phone numbers in their proper sequence.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

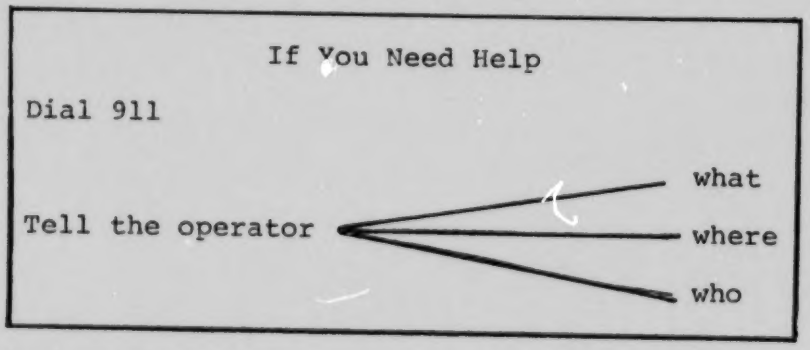
Subskill Communication Techniques: Situational Speech **Objective No.** 5

Objective Given instruction and practice in using the telephone, the learner will dial emergency numbers.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain the use of the emergency phone number 911. Direct the learners to understand the importance of the 911 emergency phone number. Stress the importance of using 911 in an emergency situation, and guide the learners to be specific in giving the nature and the location of the emergency. Use a red marker to make a wall chart similar to the one which follows.



Have the learners use play telephones to simulate an emergency situation. Have them pair off as the caller and the emergency operator. Have the caller follow these directions:

1. Lift the receiver.
2. Dial 911.
3. Lift finger and listen.
4. Wait for the emergency operator to answer the phone.
5. Give the operator the emergency information.
6. Have the operator relay the emergency message to the appropriate source.

OBJECTIVE NO. CD-5 (cont.)

Explain to the learners that there are emergency phone numbers that each learner should know in addition to their home phone number and 911. Include the following emergency phone numbers.

doctor's phone number
parent's work phone number
neighbor's or relative's phone number.

Help the learners to understand that sometimes an emergency may arise at school, and the school must contact parents. Point out that parents may not be at home, and it is very important for the learner to know another number where the parent(s) can be reached. Guide the learners to understand the importance of the telephone.

Criterion

The learner will use emergency numbers with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking — **Level** CD

Subskill Communication Techniques. Situational Speech — **Objective No.** 6

Objective Given instruction and practice in social courtesies, the learner will introduce new learners to the class.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss appropriate behavior when introduced to someone. Simulate an introductory situation. Arrange with another teacher to exchange a small group of learners. Introduce the new learners to the class. Speak clearly, pronounce the learner's name correctly, and tell something relevant about each learner. For example:

> Class, I would like to introduce John Smith. John is a student in Mr. White's room.

Instruct the class to respond, "Hello, John, it's nice to meet you." Create many opportunities to practice introductions. Allow the learners to practice introducing each other.

Encourage the learners to use proper social introductions. Arrange situations for learners to introduce parents, special visitors, or new learners to the class. Direct the learners to speak clearly, to pronounce the name correctly, and to make the person being introduced feel welcome. Invite several school personnel, such as the engineer or librarian, to the classroom. Allow a learner to introduce them to the class.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Oral Interpretation and Description **Objective No.** 7

Objective Given a familiar short story or poem orally, the learner will state the main idea in a complete sentence.

Cross Reference to Reading Objectives CC3, CC9, DC6

Teaching/Learning Strategy

Read and discuss a familiar story from the basal reader. Write three sentences on the chalkboard that contain a main idea. Help the learners read each sentence and select the sentence that best states the main idea of the selection. Direct the learners to explain their selection.

Read or tell a familiar story. Direct the learners to listen and understand the story. Have a learner tell in one or more sentences the main idea of the selection.

Present a familiar poem from a literature book or the basal reader. Have the learners read the poem and state the main idea of the poem. Direct the learners to speak clearly and to use complete sentences.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Oral Interpretation and Description **Objective No.** 8

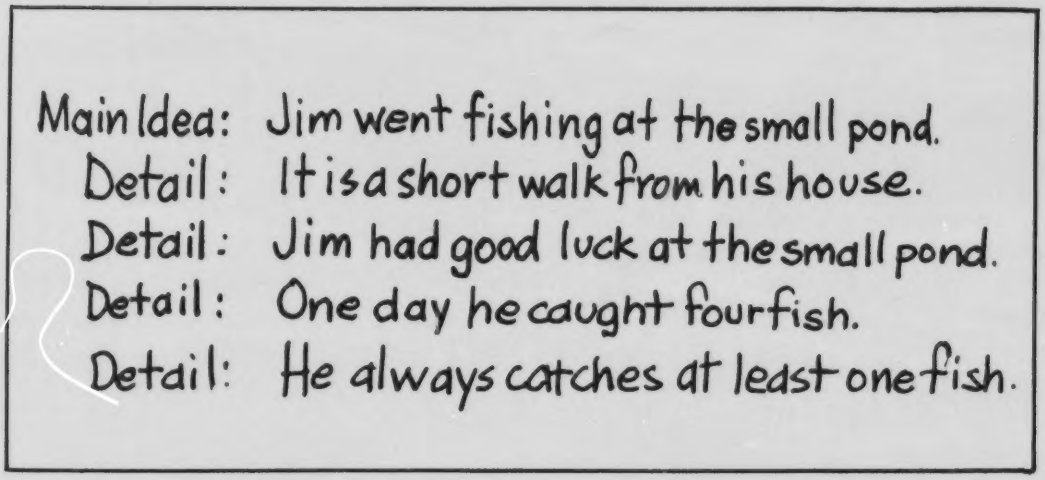
Objective Given an oral story, the learner will discuss details from the selection.

Cross Reference to Reading Objectives CC9, CC10

Teaching/Learning Strategy

Read an appropriate paragraph or short story from the basal reader or content area text. Discuss the main idea of the selection. Write the main idea on the chalkboard. Ask the learners questions relating to the details that support the main idea of the selection. List the learners' responses on the chalkboard under the main idea. Show how the details support the main idea. Use a paragraph similar to the one which follows:

> Jim went fishing at the small pond. It is a short walk from his house. Jim had good luck at the small pond. One day he caught four fish. He always catches at least one fish.
>
> Question
> Why does Jim go fishing at the small pond?


Main Idea: Jim went fishing at the small pond.
Detail: It is a short walk from his house.
Detail: Jim had good luck at the small pond.
Detail: One day he caught four fish.
Detail: He always catches at least one fish.

OBJECTIVE NO. CD-8 (cont.)

Read and discuss a short story. Have the learners state the main idea and list the supporting details for the selection. Write a complete sentence that contains the main idea of the selection on the chalkboard. Ask the learners to identify the supporting details. Write the details under the appropriate sentence. Guide the learners to understand the importance of understanding the details in a selection.

Read or tell a story. Direct the learners to discuss the details from the story.

Answers

It is a short walk from his house. Jim had good luck at the small pond. One day he caught four fish. He always catches at least one fish.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Oral Interpretation and Description **Objective No.** 9

Objective Given an oral or written story, the learner will interpret the emotions of the characters.

Cross Reference to Reading Objectives CC13, CC14, DC11, DC14, DL21, DL30

Teaching/Learning Strategy

Read a short story. Discuss the story and have the learners relate the story to a personal experience. Encourage the learners to describe and interpret the emotions of the characters. Divide the learners into three groups to interpret the feelings of the characters. Have each group present its activity to the class.

Have one group illustrate the characters.
Have one group participate in a panel discussion.
Have one group dramatize the characters.

Select an appropriate story from the basal reader or a literature book. Have the learners read the story and interpret the emotions of the characters in the story. Guide a discussion about the emotional reaction of the characters and the characters' development in the story. Select several learners to dramatize the story. Help the learners to convey the emotional feelings of their characters through the use of vocal tone, facial expressions, and physical gestures. Stress the importance of speaking clearly.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Oral Interpretation and Description **Objective No.** 10

Objective Given an object, the learner will describe the object orally.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Serve as a model to describe an interesting object. Bring an interesting object to class. Set the object in a highly visible place to arouse the curiosity of the learners. Describe the object to the learners. Use the following format to describe the object:

State the object's name and function.
Tell about the object's characteristics.
Explain how to operate the object.

Ask the learners to bring interesting objects to class. Have each learner describe his/her object to the class. Guide the learners to use the suggested format, descriptive words, and complete sentences in telling about their objects. Extend this activity to include mystery and home-made objects. Encourage each learner to participate.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Oral Interpretation and Description **Objective No.** 11

Objective Given an object or an event, the learner will describe it orally.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Select and describe two or three objects. Direct the learners to listen carefully and to note each object's name, function, color, shape, and size. Have the learners examine the objects. Hide the objects. Have the learners draw and describe each of the objects. Return the objects for viewing and have the learners evaluate the accuracy of their descriptions.

Dramatize a short story. Direct the audience to be attentive observers. Select learners from the audience to accurately describe the events of the story. Write these events on the chalkboard and discuss them. Allow learners to contribute to the list. Repeat the presentation of the short story while the learners review the list of events. Help the learners to question the accuracy, sequence, and description of the events listed. Stress the importance of accurately reporting events and describing events.

Set aside a period of time each week for the learners to present a news show. Assign several learners different topics to report on, such as a spelling bee, sports events, lunch menu, science corner, and a new student. Guide the reporters to understand their responsibility to accurately describe events. Direct the learners to speak clearly and to use complete sentences.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

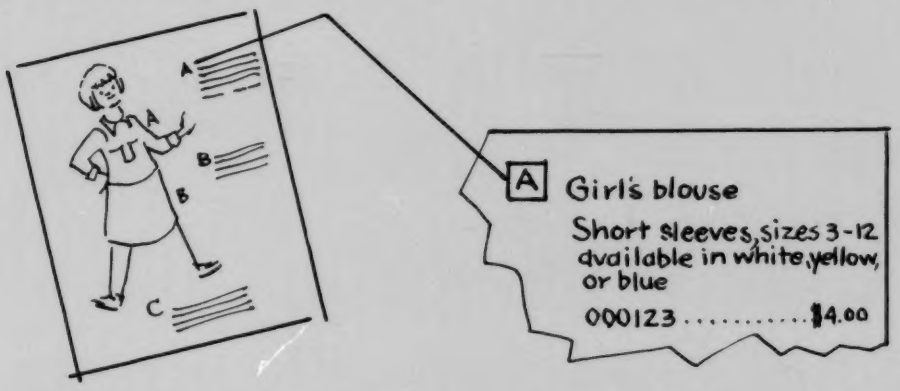
Subskill Communication Techniques: Oral Interpretation and Description **Objective No.** 12

Objective Given a catalogue, the learner will describe an object pictured in the catalogue.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide the learners with the experience of looking through and using several catalogues. Cut and mount an appropriate catalogue page for display. Discuss the format of the catalogue page with the learners.



Cut several pages from an appropriate catalogue. Familiarize the learners with the vocabulary words used to describe the various objects. Pass a page to each learner. Instruct each learner to describe his/her catalogue page to the other learners. Guide the learners to use descriptive words, speak clearly, and use complete sentences. Allow the learners to exchange catalogue pages.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking Level CD

Subskill Communication Techniques: Oral Interpretation and Descriptions Objective No. 13

Objective Given an opportunity to speak, the learner will describe a personal experience.

Cross Reference to Reading Objectives DL19

Teaching/Learning Strategy

Read a story with which the learners can identify. Ask the learners to relate their personal experiences to the story. Encourage the learners to tell about their feelings when describing the experiences. Use a story similar to the story of "The Three Bears."

Include the following questions:

Have you ever gone to a place where you should not have been?
Would you like to tell us about it?
Have you ever come home to find something the matter?
Would you like to tell us about it?

Provide a time for the learners to share their personal experiences. Help the learners to select experiences to relate that are of interest to the class. Guide the learners to speak clearly and in complete sentences.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking — *Level* CD

Subskill Communication Techniques: Storytelling — *Objective No.* 14

Objective Given a subject, the learner will tell an original story.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss storytelling with the learners. Guide the learners to understand that a well-constructed story has a beginning, a middle, and an end. Read or tell several examples of well-constructed stories. Have the learners discuss one of the stories and retell it to the class. Help the learners to appreciate good examples of storytelling.

Divide the learners into small groups. Assign each group a particular subject. Direct a learner in each group to begin telling an original story about the subject. Switch to another learner in the group to continue the story. Select another learner in the group to end the story. Encourage the learners to be creative, attentive listeners and active participants in the storytelling activity. Make this an enjoyable experience by having each group tell its story to the class.

Assign each learner a particular subject. Have the learners tell an original story based on the subject. Encourage the learners to be creative but to include a beginning, a middle, and an end to their stories. Direct the learners to speak clearly and to use complete sentences.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Storytelling **Objective No.** 15

Objective Given a storytelling situation, the learner will utilize illustrations to convey meaning.

Cross Reference to Reading Objectives CL28, CL29

Teaching/Learning Strategy

Read or tell a familiar story. Divide the learners into three groups. Assign each group a particular part (beginning, middle or end) of the story to illustrate. Guide the groups to use illustrations to help tell their part of the story. Put all three parts of the story together and invite another class to see the presentation.

Select and read a story from the basal reader. Choose several learners to make puppets or flannel board figures to represent the story characters. Have a learner read the story aloud as the learners dramatize the story through the use of puppets or flannel board characters. Allow the learners to comment on the use of props in storytelling. Point out that props can make the presentation of the story more interesting.

Set aside a particular storytelling time each week. Select a learner or group of learners to tell a story using various props. Assign the story in advance and allow the learners time each day to prepare the story. Provide the learners necessary direction and encourage them to work cooperatively. Have the learners tell the story to the class, using illustrations to convey meaning.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Storytelling **Objective No.** 16

Objective Given a familiar story with missing parts, the learner will complete the story.

Cross Reference to Reading Objectives DC17, DC19

Teaching/Learning Strategy

Read a story instructing the learners to listen carefully. Discuss the story and prepare a short outline of its important events. Retell the story and omit an important part. Direct the learners to listen carefully and to indicate where the part has been omitted. Have the learners tell about the missing part. Select a familiar story from the basal reader or a literature book and allow the learners to retell the story, omitting an important part. Have the other learners guess the missing part.

Write a passage and three possible endings similar to the following on the chalkboard:

> Kim was in the house. Mother was not home. Father was not home. It was very hot, and all the windows were open. Kim heard a loud noise. The rain came down. Lightning flashed through the sky.
>
> Possible Endings
> Kim went out to play.
> Kim closed all the windows.
> Kim fell asleep.

Help the learners read the passage and the three possible endings. Direct the learners to select the ending that is the most appropriate conclusion. Discuss the clues that helped the learners to determine the conclusion. Help the learners to understand the logical, sequential development of a story.

(Continued)

OBJECTIVE NO. CD-16 (cont.)

Select several familiar stories from the basal reader or library books. Write the title of each story on a card. Pick a title card and begin to tell the story, omitting an important part. Allow the learner who correctly guesses the missing part to retell the complete story. Have this learner select the next title card and continue this activity. Encourage the learners to speak clearly and to use complete sentences.

Answer

Kim closed all the windows.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking Level CD

Subskill Communication Techniques: Conversation Objective No. 17

Objective Given a situation, the learner will use the appropriate courteous phrases.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide model oral language patterns to guide the learners in using the courteous expressions please, thank you, and excuse me. Give the learners practice in using the courteous expressions in the classroom.

Teacher: Please get the chalk.
Thank you for getting the chalk.

Teacher: Excuse me, what time does the librarian come today?
Learner: The librarian comes at two o'clock.
Teacher: Thank you.

Teacher: Excuse me, I didn't hear the answer. Please speak louder.
Learner: Two plus three equals five.
Teacher: Thank you.

Describe several familiar situations. Have the learners role-play characters involved in the situations. Encourage the learners to speak courteously, using the phrases please, thank you, and excuse me. Include the following situations:

learner crossing in front of another learner
learner accidentally bumping another learner
learner receiving a gift
learner asking for an object.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking

Level CD

Subskill Communication Techniques: Conversation

Objective No. 18

Objective Given standards for conversation, the learner will use them when speaking.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide various models of acceptable conversations. Include the following:

conversations between teachers
conversations between a teacher and the principal
conversations between persons on WBEZ.

Direct the learners to listen carefully to each conversation. Have the learners discuss the following questions:

Did the persons stand close to each other?
Did each person address the other by name?
Did each person speak loudly enough to be understood?
Did each person speak clearly and use appropriate words?
Did each person listen attentively?
Did each person respond directly to the question or topic?

Help the learners develop standards for conversations.

Carry on a short conversation with a learner. Guide the learners to be aware of the standards for conversation, to address the learner by name, and to discuss a common experience. Encourage the learners to respond and to continue the conversation. Provide time for this personal interaction in the class. Make the learners feel comfortable in any conversation involving another adult.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking Level CD

Subskill Communication Techniques: Discussion Objective No. 19

Objective Given an opportunity to speak, the learner will participate in a class discussion.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss guidelines for participating in a class discussion. Include the following directions:

Address the topic.
Speak at the appropriate time.
Speak clearly and loudly enough to be heard.
Listen attentively.
Respect the rights of others to contribute.

Help the learners to understand that to participate actively in a group discussion, they must listen and speak.

Select six or seven learners to participate in a discussion regarding a common problem such as "How To Maintain a Clean Classroom." Have the other learners observe the discussion. Allow the participating learners to contribute their suggestions. Moderate the discussion. Summarize the points discussed and try to implement the suggestions.

Present a topic for the class to discuss, such as "How To Make the Room Interesting for Open House." Encourage each learner to participate. Facilitate the discussion by asking how the room should be organized and work displayed. Help the learners to share and to cooperate in the planning of an activity or project.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking

Level CD

Subskill Communication Techniques: Oral Reading

Objective No. 20

Objective Given a selection to read orally, the learner will read with expression.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Select an interesting story. Read the story with expression and appropriate vocal tone to stimulate the learners' interest in the story. Guide the learners to understand that effective oral reading involves--

reading the story silently
knowing how to pronounce all the words
understanding the story
using oral expression and appropriate vocal tone
speaking clearly and loudly enough to be heard.

Allow the learners to choose an appropriate selection from the basal reader to read orally. Review the points for effective oral reading. Encourage the learners to read the selection with appropriate tone and expression. Tape record their oral reading; have the learners listen to the tape. Help the learners evaluate their oral reading.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking Level CD

Subskill Communication Techniques: Oral Reading Objective No. 21

Objective Given an appropriate reading selection, the learner will read orally the passages which answer the questions.

Cross Reference to Reading Objectives CC6, DC4

Teaching/Learning Strategy

Have the learners read a short story orally. Ask the learners questions about the story. Direct the learners to answer the questions in complete sentences. Have the learner who correctly answers a question read aloud the passage which supplied the answer for the question. Discuss the answer.

Prepare a set of pictures that tell a story and formulate one question with two possible answers. Have the learners select the correct answer based on the pictures. Discuss the answer with the class. Direct the learners to elaborate upon the picture that answers the question.

Provide pre-reading motivational activities. Ask questions that will give purpose to a particular reading selection. Have the learners read the selection. Discuss the questions. Direct the learners to read orally the passage which answers the question. Stress the role of punctuation in helping the learners read orally with inflection and meaning; examples follow:

? (question mark) Voice goes up.

. (period) Voice goes down.

! (exclamation mark) Voice reflects excitement, surprise, or emphasis.

" " (quotation marks) Voice indicates that someone is talking.

Criterion

The learner will read orally passages which answer questions about a selection with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
[illegible]xtual _____	p. ____	p. ____	p. ____
[illegible]cement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Communication Techniques: Choral Speaking **Objective No.** 22

Objective Given a choral speaking situation, the learner will participate in reciting the selection.

Cross Reference to Reading Objectives DL15

Teaching/Learning Strategy

Discuss choral speaking. Explain that choral speaking is the oral interpretation of poetry or poetic prose through many voices speaking as one. Provide good examples of choral speaking and singing.

Present a poem from a literature book or the basal reader in a variety of ways. Use pictures, worksheets, songs, and dramatizations to motivate the learners. Read the poem. Ask the learners to repeat lines on the second or third reading. Guide the learners to say the poem with the teacher. Lead the learners to recite the poem on their own and help them to recite the poem in unison. Use a poem similar to the one that follows:

Autumn
by Dauma Pulins

The leaves are falling,
The birds are calling,
Come south. Come south.

Let's get into formation,
To fly to our destination,
Let's go. Let's go.

The wind is blowing,
The snow is falling,
Too late. Too late.

Poor bird in the snow,
Has nowhere to go,
How sad. How sad.

A little girl saw
The bird in the snow
I will feed you, I will.

From The Green Taste of Life, published by the Chicago Board of Education.

(Continued)

OBJECTIVE NO. CD-22 (cont.)

Select a poem that could be used for two- and three-part choral speaking. Direct the learners to memorize the poem. Divide the learners into two or three groups. Guide the learners to speak in unison when they recite their part and to listen to the other group for cues. Tape-record the choral speaking arrangement of the poem; have the learners listen to the tape and evaluate their presentation. Invite another class in to hear the choral speaking arrangement.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking — **Level** CD

Subskill Communication Techniques: Oral Reports — **Objective No.** 23

Objective Given an object, the learner will make a report to the class.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Select an interesting object. Identify the object and prepare a report about it. Describe the object's function and tell how to operate it. Make the report interesting. Provide the learners with practice in preparing and presenting oral reports. Direct the learners to speak clearly and to use complete sentences.

Set aside a particular time each day for oral reports. Suggest a certain classification of objects each day. Include classifications similar to the following:

an object for playing
an object for a holiday
an object for working.

Allow the learners to volunteer to bring an appropriate object and report on it to the class. Limit oral reports to three to five learners each day. Monitor oral reports to insure that all learners participate. Suggest a "mystery object" for those learners who are reluctant to participate. Guide the learners to speak clearly and to use complete sentences.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Speaking Level CD

Subskill Communication Techniques: Oral Reports Objective No. 24

Objective Given a factual selection, the learner will make a report to the class.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read aloud a short factual selection. Tell the learners to listen carefully. Guide the learners to understand the main idea and supporting details of the selection. List the important points and elaborate on the content. Provide the learners with opportunities to read and to report on the content of a selection. Encourage the learners to use visuals during their reports.

Assign an appropriate content area topic. Direct the learners to read a selection in the content area text and report on the topic. Help the learners to identify the main idea and organize the supporting details to present an effective oral report. Allow the learners to use notes. Encourage the learners to speak clearly and to use complete sentences. Provide time for other learners to ask questions or add information after each oral report.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking — Level CD

Subskill Communication Techniques: Oral Reports — Objective No. 25

Objective Given an assignment, the learner will make an oral presentation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide the learners with practice in presenting oral reports. Discuss effective oral presentations. Include the following questions:

Did the learner stay on the topic?
Did the learner speak clearly and use complete sentences?
Did the learner speak with expression and use appropriate gestures?
Did the learner have good posture?

Help the learners understand the importance of clear oral communication.

Assign an appropriate topic for oral presentation to the class. Use the following suggested topics: a book report, a science experiment, or an interesting place to visit. Provide content area texts and library books for the learners to use in preparing their oral reports. Set a time limit of three to five minutes for each report. Review the points for an effective oral presentation. Have the learners make their oral presentation to the class. Direct the learners to be attentive listeners. Allow time after each oral presentation for other learners to ask questions or to add information.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking — Level CD

Subskill Communication Techniques: Persuasion — Objective No. 26

Objective Given a speaking situation, the learner will use persuasion.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the uses of persuasion. Guide the learners to understand that speakers use persuasion when they try to convince someone of something. Ask the learners if they have ever used persuasion to get someone to do something. Persuade the learners to relate their personal experiences to the class.

Lead a discussion on the use of persuasion techniques in television. Ask the learners if they have been persuaded to do or buy something because of a television ad. Discuss how persuasion is used in television commercials. Have the learners role-play a salesperson who tries to persuade the class to buy or use a make-believe product. Stress the use of vocabulary, vocal inflections, gestures, facial expressions, and speaking in complete sentences. Use make-believe products similar to the ones which follow:

never-needs-sharpening pencil
magic-answer classwork paper
unbreakable toy
super-person cereal.

Allow learners to be creative in persuading the other learners to purchase their product.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 1

Objective Given experience and instruction in the construction and use of simple puppets, the learner will dramatize stories.

Cross Reference to Reading Objectives CL27, CL28, CL29, DL28, DL35

Teaching/Learning Strategy

Read a simple story. Ask the learners to name the characters in the story and tell what happened in the story. List these events on the chalkboard. Direct the learners to be aware of the setting and mood of the story. After dividing the story into three parts for dramatization, have different groups of learners pantomime the action for each part in proper sequence as the story is read aloud. Assign character parts to the learners and direct them to make a puppet for their story character. Show the learners how to make various types of puppets: finger, paper bag, papier-mâché, sock, and stick. Have the learners present a puppet show about the story. Direct the learners to speak clearly and in an appropriate tone for their character. Allow the learners to exchange puppets and character parts.

Select a familiar story and form committees to present a puppet show. Form committees that consist of--

puppet makers	puppet voices	stage construction workers
puppet movers	announcers	set construction workers

Have the learners make a simple puppet for each story character. Have one learner move the puppet and another be the voice. Direct the "movers" to practice manipulation of the puppet. Direct the "voices" to practice voice inflections. Allow the learners to coordinate and rehearse their puppet characters. Invite another class or parents to see the puppet show.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 2

Objective Given experiences with several simple creative dramatic performances, the learner will improvise dialogue, appropriate gestures, and movements.

Cross Reference to Reading Objectives CL24, CL25, DL29, DL30

Teaching/Learning Strategy

Read a story. Select several learners to improvise the characters. Guide the learners to understand the characters' mood and tone. Help the learners to experience an interpretation of the story through creative dramatics. Tell the learners to change the ending or extend the story. Have the learners spontaneously improvise the new situation.

Set up a series of role-playing activities for the learners. Have them improvise dialogue to develop the situation. Compare the manner in which one learner speaks to another character in the scene. Provide a wide range of role-playing activities for the learners. Guide the learners to be conscious of the physical appearance, gestures, movements, tone, and voice of the character they are role-playing.

Present a dramatic play that is spontaneous and unrehearsed. Provide an opportunity for learners to relive a familiar experience or explore a new situation. Observe the learners' feelings and reactions to the situation. Stress the importance of gestures, movements, and speech in character development.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 3

Objective Given a main idea and props, the learner will improvise an original character part.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read several Mother Goose rhymes. Select appropriate props to represent the Mother Goose characters. Direct the learners to use the props to dramatize the characters. Have the other learners guess the characters' names. Allow the learner who identified the character to select another prop and dramatize that character.

Choose several familiar objects and common situations and have the learners improvise. Some suggestions follow:

Objects	Situations
clown hat	at the circus
alarm clock	early in the morning
bell	at recess
book	on the floor

Guide the learners to be creative, to use gestures, and to speak clearly in developing the role.

Precede creative dramatics by a brief class discussion and planning period. Use a dramatic play to help learners understand sportsmanship and fair play at school. Have learners act out situations that involve--

- a learner who takes a pencil that belongs to another learner
- several learners pushing at the drinking fountain.

Utilize situations and appropriate props that stimulate creative play, such as the following:

Safety	Social Situations
walking to school	meeting new friends
working at school	sharing cooperative activities
playing at home	

Write a set of main idea cards. Provide an assortment of props. Direct a learner to select a card, read the card, and choose appropriate props to create a character. Encourage the learners to be original.

(Continued)

OBJECTIVE NO. CD-3 (cont.)

Ask for learners to volunteer to improvise an original character. Allow the learners to select the main idea and to choose various props to dramatize their character. Keep a wide variety of props to stimulate creative ideas. Have several learners combine their original characters to present a play.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 4

Objective Given an oral story, the learner will role-play a chosen part.

Cross Reference to Reading Objectives CL24, CL27, CL28, DL28, DL35

Teaching/Learning Strategy

Read a familiar story. Discuss the characters and plot sequence of the story. Assign character parts to the learners; direct the learners to pantomime their roles as the story is read again. Guide the learners to recognize the importance of facial expressions and gestures when role-playing a particular character.

Read or tell a story. Direct the learners to act out or role-play the story. Discuss the activities that are necessary to role-play the story, such as characterization and sequence of events. Select learners for the character parts. Help the learners use their imaginations to develop their characters. Guide the learners to speak clearly and to use appropriate voices and gestures to portray their characters. Direct the learners to move through the story sequence as they role-play their parts.

Provide a variety of props for the play. Role-play such stories or poems as--

Cinderella
The Three Bears
The Three Billy Goats Gruff
The Three Bears

Have a learner tell or read a short story. Allow the other learners to select various character parts. Direct the learners to role-play the story. Provide a variety of dress-up clothes and other props for the role-playing. Encourage the learners to be creative.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 5

Objective Given a poem, the learner will dramatize parts of the poem.

Cross Reference to Reading Objectives CL15, CL20, DL18, DL24, DL25

Teaching/Learning Strategy

Read a Mother Goose poem, such as--

Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.

Direct the learners to repeat the poem. Have the learners discuss the poem. Ask a learner to pantomime the action of the poem, guiding him/her to use appropriate facial expressions and gestures.

Read a Mother Goose poem similar to the following:

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

Direct the learners to repeat the poem. Have the learners identify the characters and discuss the poem. Select two learners to dramatize the poem for the class. Allow the learners to improvise the dialogue, guiding them to speak clearly and in complete sentences. Set aside a specific time for the dramatization; make this an enjoyable sharing experience for all the learners.

Select an appropriate poem from the basal reader. Have a learner read the poem aloud and have another learner dramatize part or all of the poem for the class. Tell the learner to speak clearly and to use appropriate gestures.

(Continued)

OBJECTIVE NO. CD-5 (cont.)

Plan a "mystery poem." Have a learner silently read a poem and dramatize it for the class. Have the other learners try to guess the character's name or the title of the poem.

Plan a holiday or special assembly. Have the learners select different poems to dramatize for the assembly. Assist the learners in selecting an appropriate poem. Utilize the basal reader, literature books, and library books as resources. Coordinate the poem selection so that there are no duplicates. Allow the learners to work alone or in small groups to dramatize the poem. Stress the importance of appropriate vocal tone, facial expressions, and gestures. Direct the learner who recites the poem to speak clearly. Rehearse the dramatizations. Present the program to another room or parents.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Methods of Delivery: Creative Dramatics **Objective No.** 6

Objective Given the experience to role-play and dramatize stories, the learner will participate in a class play.

Cross Reference to Reading Objectives CL27, CL28, DL28, DL35

Teaching/Learning Strategy

Choose a simple play to use as a class presentation. Discuss the steps necessary to produce the play. Focus on the development of the play. Guide the learners to read the play, discuss the characters, organize the sequence of events, and develop plans for presenting the play. Form committees such as the following to do the planning and work:

actors	invitations	refreshments
announcers	programs	sets
costumes	props	stage crew

Assist the actors in developing their characters. Stress the importance of speaking clearly and using an appropriate vocal tone and gestures. Encourage the learners to work cooperatively. Invite another class or parents to view the play.

Select a play with enough parts to involve everyone, such as "The Three Bears." Read and discuss the story. Hold auditions for the parts of Goldilocks, Papa Bear, Mama Bear, Baby Bear, Announcer, and the Chorus. Choose the learners on the basis of their character dramatization. Stress the importance of speaking clearly and using an appropriate voice and gestures. Divide the story into parts and rehearse each part until the learners can enact the scene on their own. Coordinate the scenes and present the play to another class or parents.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

Subskill Methods of Delivery: Demonstrations **Objective No.** 7

Objective Given a familiar object, the learner will demonstrate how it works.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Show the learners a familiar object. Explain how it works. Tell the learners the object's name and have them try to tell its function. Explain how to use the object. Some suggested objects may include--

scissors
ruler
yardstick
picture dictionary
bingo card

Encourage the learner to demonstrate the use of a familiar object during "Show and Tell." Guide the learner to tell the object's name and function.

Begin with simple objects, such as erasers or crayons. Direct the learner to speak clearly and in complete sentences, and to use appropriate movements to demonstrate the object.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Speaking **Level** CD

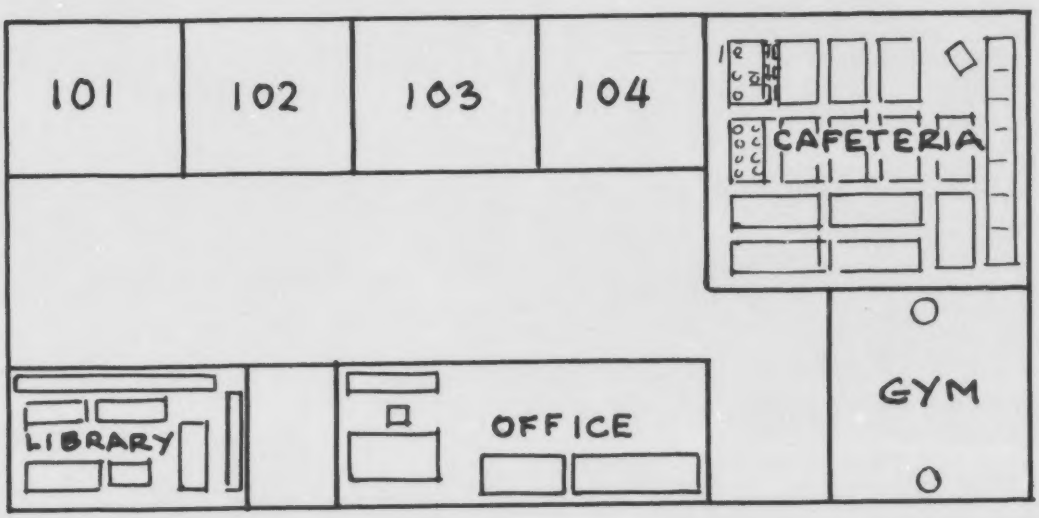
Subskill Methods of Delivery: Demonstrations **Objective No.** 8

Objective Given the opportunity to participate in a project in the content area, the learner will demonstrate the project.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Have the learners make a floor map of the school. Explain to the learners that their maps will be given to parents during open house. Tour the school with the learners, explaining and showing where each room is located on the floor. Distribute a floor plan of the school to each learner. Use an overhead projector and a transparency of the school floor plan. Fill in the transparency of the floor map with the learners. Use words, numerals, and symbols to complete the floor map. Assign the learners to use their maps to direct parents at open house.



(Continued)

OBJECTIVE NO. CD-8 (cont.)

Select several appropriate science experiments. Use the Curriculum Guide for Science, Kindergarten-Grade 1, Unit II, entitled "Finding Out about Air." Perform the experiments before demonstrating them to the learners. Have some of the learners perform experiments such as the following:

> Invert an "empty" small-mouthed jar in an aquarium or bowl containing water. Slowly tip the jar. Repeat several times. Discuss what happens. Where did the bubbles come from?
>
> Stuff some crumpled paper into a glass. Press the inverted glass straight down to the bottom of the aquarium. Carefully draw the glass up. Why is the paper still dry?

Have the learners practice the experiment. Encourage them to demonstrate it to another group, another class, or their parents.

Plan a classroom science fair. List several appropriate science topics or suggested projects on the chalkboard. Utilize the Chicago Board of Education curriculum guides for science, science texts, library and reference books, and audiovisual materials as resources. Divide the learners into groups of three or four. Assist the learners in selecting and researching a topic for a science fair project. Help the learners to work together in preparing their project. Encourage the use of visual aids. Invite another room or parents to see the science fair. Have each group explain its project to the guests. Award a prize to the best project.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Reading maketh a full man; conference a ready man; and writing an exact man.

Francis Bacon

WRITING

Skill Writing **Level** CD

Subskill Fundamental Skills: Handwriting **Objective No.** 1

Objective Given an opportunity to use the chalkboard, the learner will demonstrate appropriate techniques.

Cross Reference to Reading Objectives AW23

Teaching/Learning Strategy

Demonstrate and discuss the appropriate techniques for writing on the chalkboard. Use standards suggested below:

Stand erect facing the board.
Allow space for arm movement.
Step from left to right so that you do not have to stretch to read the end of the line.
Hold chalk lightly between the thumb and first two fingers.
Use chalk of appropriate length.
Encourage correct spacing.

Utilize the chalkboard for learner-oriented writing activities. Place lines on the chalkboard and have them resemble the spacing on manuscript paper or worksheets. Make provisions for left-handed writers. Allow the learners to help with the care of the chalkboard and writing materials.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Handwriting **Objective No.** 2

Objective Given opportunities to write at a desk, the learner will demonstrate appropriate techniques.

Cross Reference to Reading Objectives

AW23

Teaching/Learning Strategy

Discuss the appropriate techniques for handwriting with the learners. Stress the importance of the following suggested techniques:

Sit erect and back in the chair.
Place feet flat on the floor.
Rest arms gently on the desk.
Position paper so that it is tilted slightly to the left (to the right for left-handed writers).
Hold the pencil lightly between the thumb and the forefinger, about one inch above the tip.

Demonstrate the techniques for the learners. Provide opportunities for right-handed and left-handed learners to demonstrate their writing techniques. Encourage the learners to use these techniques in all writing activities.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

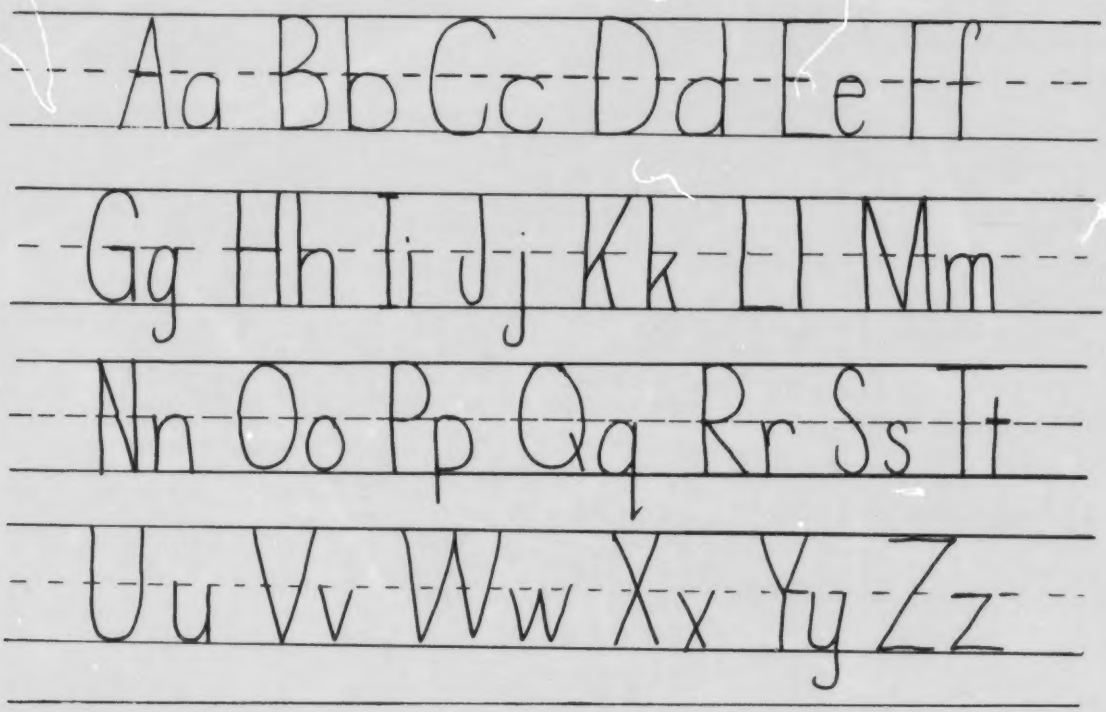
Subskill Fundamental Skills: Handwriting **Objective No.** 3

Objective Given instruction in letter formation, the learner will form upper- and lower-case letters and numerals 1 through 10 correctly.

Cross Reference to Reading Objectives AW23

Teaching/Learning Strategy

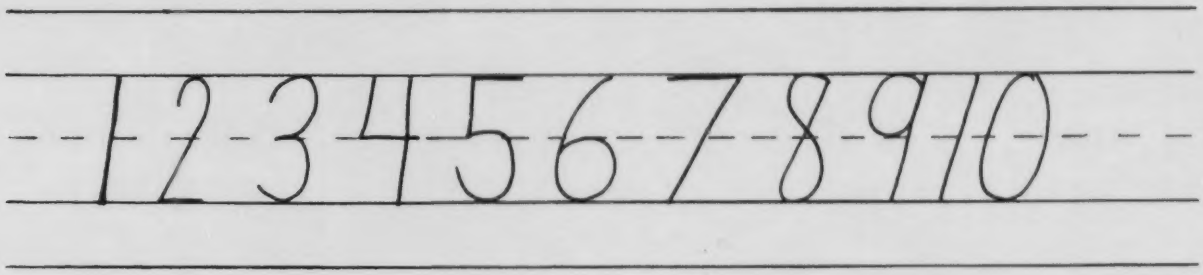
Display a manuscript alphabet and numeral chart in the classroom. Discuss the formation of the upper- and lower-case letters and numerals with the learners. Demonstrate how they are formed and placed on the line. Provide the learners with a model of the letters and numerals as shown below.



(Continued)

OBJECTIVE NO. CD-3 (cont.)

Have the learners use the model for reference in writing activities whenever necessary. Encourage the learners to form letters and numerals appropriately in all writing activities.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

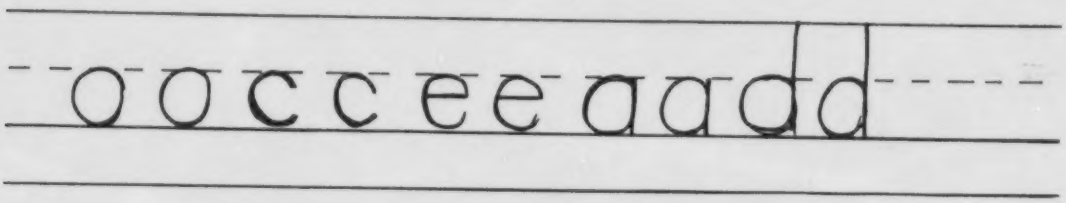
Subskill Fundamental Skills: Handwriting **Objective No.** 4

Objective Given a handwriting exercise, the learner will form and place upper- and lower-case letters and the numerals 0 through 9.

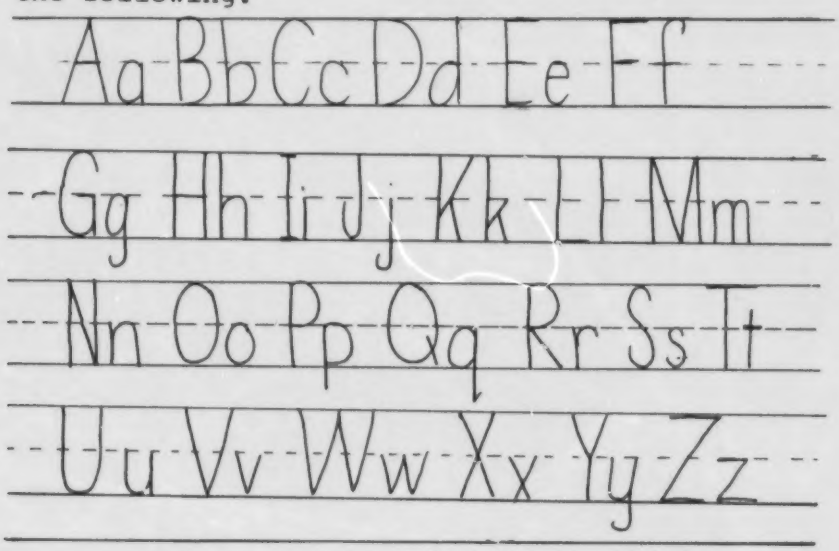
Cross Reference to Reading Objectives AW23

Teaching/Learning Strategy

Discuss the upper- and lower-case letters and numerals with the learners. Show them how to form the letters and numerals using the appropriate strokes. Demonstrate how they are placed on the line. Show similarities in letter formation and placement, such as--



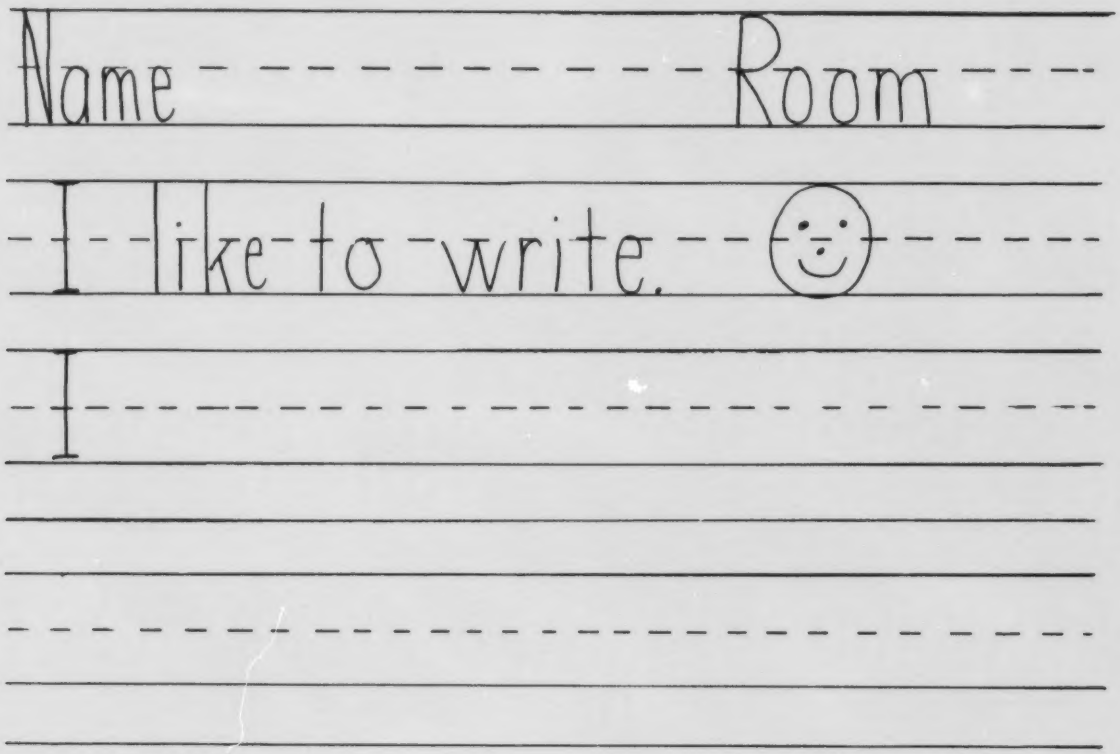
Prepare a model of alphabet letters and numerals for the learners such as the following:



(Continued)

OBJECTIVE NO. CD-4 (cont.)

Provide manuscript paper with worksheet activities similar to the following to assist the learners in forming and placing the letters and numerals correctly. Encourage the learners to use correct form and placement in all writing activities and to refer to their alphabet and numeral model whenever necessary.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Handwriting **Objective No.** 5

Objective Given manuscript paper, the learner will observe proper spacing between letters and words.

Cross Reference to Reading Objectives AW23

Teaching/Learning Strategy

Teach several lessons on the formation and placement of letters. Demonstrate how letters are combined to form words. Explain that spacing is a tool which makes written work easier to read. Call attention to spacing in textual and teacher-prepared materials. Encourage the learners to use a finger to determine spacing between words.

Check written work for spacing as well as formation and placement of letters and numerals.

Allow the learners to practice by writing simple sentences, poems, letters, and stories on manuscript paper. Place the following activity on the chalkboard. Ask the learners to copy the activity, using appropriate spacing between letters and words.

Note: It is suggested that the handwriting certificate located in the appendix of this guide be duplicated and awarded at the teacher's discretion. The standards set by the handwriting system used at the local school may serve as the basis for awarding the certificate. It is recommended that the handwriting system be selected from the Approved List of Instruction Materials for Language Arts. Place the learner's name/school on the first line and other pertinent information as indicated.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

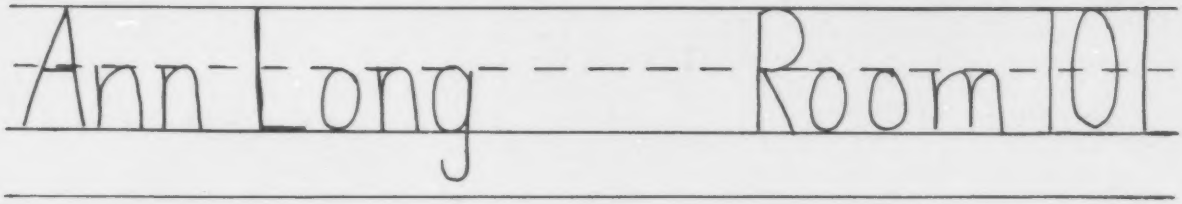
Subskill Fundamental Skills: Handwriting **Objective No.** 6

Objective Given a model, the learner will write the correct heading on a paper.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a chart which illustrates the correct form for heading a paper. Direct the learners to use the heading for written lessons. Explain each part of the heading and allow the learners to practice several times.



Place a sample of the heading on the top of each learner's desk.

Criterion

The learner will use proper headings on written assignments with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Spelling **Objective No.** 7

Objective Given written assignments, the learner will spell frequently used words correctly.

Cross Reference to Reading Objectives CW18, CS3, CS4, DW12, DS25, DS26, DS27, DS28

Teaching/Learning Strategy

Direct the learners' attention to the spelling of words used frequently on the chalkboard or experience charts.

Encourage the learners to spell orally such words as the, to, and, I, a, and you when constructing charts and writing class stories.

Provide model reference charts listing words encountered in written assignments.

Teach the learners how to use picture dictionaries. Plan simple exercises which require the learners to spell frequently used words correctly. Encourage the learners to use picture dictionaries for the correct spelling of words.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 8

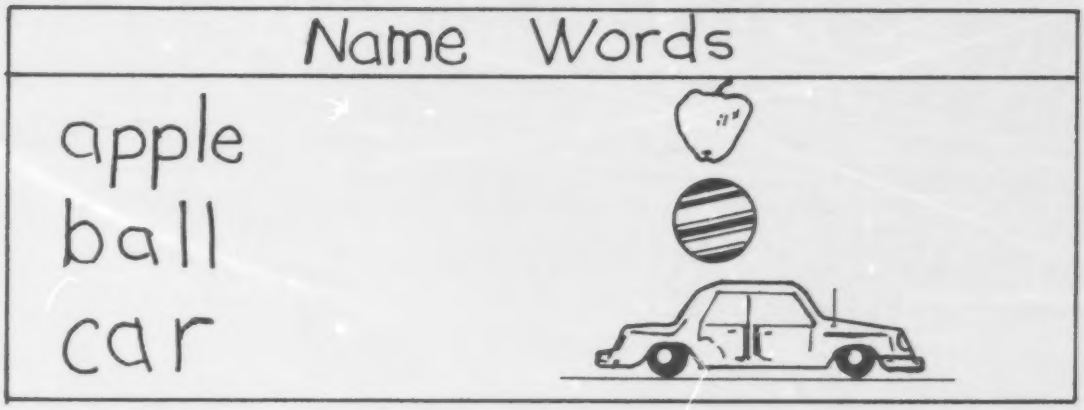
Objective Given oral practice with "name" words (nouns), the learner will supply several examples for a room reference chart.

Cross Reference to Reading Objectives BC7, CC5, CS7, CS8, CS9, CS11, CS12

Teaching/Learning Strategy

Provide many experiences with name words. Ask the learners to bring pictures of name words. Prepare a name label for each picture. Have the learners alphabetize the name words and pictures and compile a picture dictionary. Add to the picture dictionary on a continuing basis. Encourage the learners to use the picture dictionary for written assignments.

Prepare a room chart of "name" words dictated by the learners. Ask the learners to draw pictures illustrating the words. Encourage the learners to use the chart when writing titles, sentences, or stories.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 9

Objective Given phrases, some of which include a possessive noun, the learner will identify the possessive phrases.

Cross Reference to Reading Objectives DW11

Teaching/Learning Strategy

Lead the learners in a discussion of possessive phrases. Call their attention to examples in books, filmstrips, songs, and poems.

Provide lists of phrases on a worksheet, chart, or the chalkboard. Direct the learners to identify those groups of words which contain possessive nouns. Use a list similar to the one provided below:

Adrienne's dress	William's baseball
the dogs barked	the baby's rattle
fields of flowers	babies cry
the lady's hat	the robin's eggs
the Greens live here	the rabbits hopped

Ask the learners to write original poems or sentences which contain possessive nouns.

Answers

Adrienne's, lady's, William's, baby's, robin's

Criterion

The learner will identify phrases which contain a possessive noun with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills. Grammar/Usage **Objective No.** 10

Objective Given examples, the learner will use the pronouns he and she correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain to the learners that pronouns take the place of nouns. Show them how to use the pronouns he and she instead of using the same noun over and over. Place sentences similar to the following on the chalkboard.

Helen went to school.
She went at eight o'clock.

Henry went to the park.
He went at four o'clock.

Discuss the sentences with the learners. Explain the use of the pronouns he and she. Have them identify the pronouns and dictate other sentences, using he and she correctly.

Place the following sentences on the chalkboard. Ask the learners to complete the sentences, using he or she correctly.

1. _____ is my sister.
2. _____ is my brother.
3. _____ walks to school.
4. _____ wants to play.
5. _____ came home.

Answers:

1. She 2. He 3-5. responses may vary

Criterion

The learner will use the pronouns he and she correctly with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 11

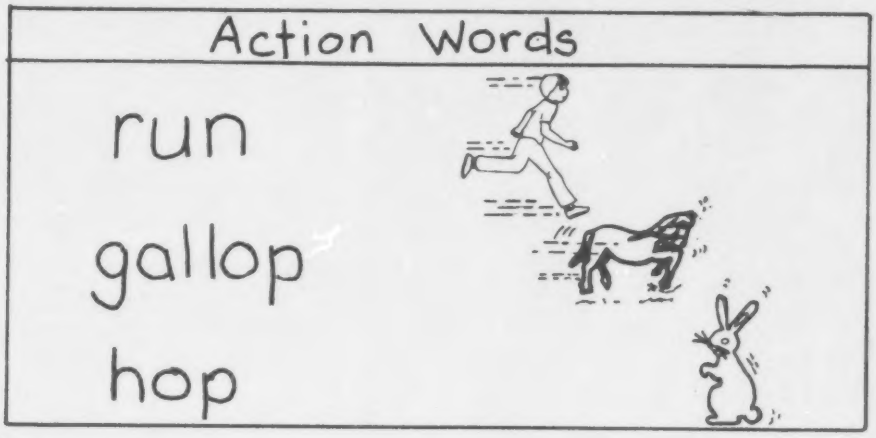
Objective Given oral practice with "action" words (verbs), the learner will contribute to a list of such words.

Cross Reference to Reading Objectives CC5, CS3, CS4

Teaching/Learning Strategy

Explain that some words show action. Write the following action words on the chalkboard: run, jump, walk, hop, skip, and march. Ask the learners to act out the words. Have them suggest additional action words. Print them on a chart entitled "Action Words." Have the learners draw pictures illustrating the words. Ask the learners to use the words when writing letters, sentences, and simple stories.

Ask the learners to bring in pictures that demonstrate various actions or activities. Help them to label the pictures.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 12

Objective Given instruction, the learner will use the verbs give, run, and take correctly in writing.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Encourage the learners to use the verbs give, run, and take correctly in writing. Serve as a model and assist the learners to recognize the correct grammatical usage of these verbs. Place the following sentence pairs on a chart or the chalkboard. Ask the learners to complete the sentences. Guide them to use the correct verb form in each sentence as indicated below:

run	give	take

1. I run home from school at three o'clock.
   Yesterday, I _____ home with my friend.
2. I give my mother flowers on her birthday.
   Last year I _____ her yellow roses.
3. I take my brother to school at eight o'clock.
   Last year I _____ him to school at one o'clock.

Discuss the sentences with the learners. Guide them to understand the correct grammatical usage of the verb forms. Ask them to write similar sentences and to illustrate them. Provide an opportunity for them to share their sentences in small groups.

Answers

1. ran 2. gave 3. took

Criterion

The learner will use the verbs give, run, and take correctly in writing. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Grammar/Usage **Objective No.** 13

Objective Given oral practice dictating noun/verb combinations, the learner will write simple sentences.

Cross Reference to Reading Objectives CC5, CC7

Teaching/Learning Strategy

Explain sentence structure to the learners. Show them how a simple sentence contains a noun/verb combination. Have the learners dictate simple sentences. Encourage them to use name and action words from the room charts when composing their sentences. Write the sentences on the chalkboard. Have the learners write the sentences on manuscript paper and illustrate them as shown in the example below. Ask the learners to read the sentences.

Name _____ Room ____

John runs.

Susan rides.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level CD

Subskill Fundamental Skills: Capitalization

Objective No. 14

Objective Given a set of sentences, the learner will write the pronoun I correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Explain the use of the pronoun I in referring to yourself. Show how it is always capitalized when used in this manner. Use readers, content area material, and literature books to illustrate this rule. Write sentences on the chalkboard using I as shown below. Have the learners add sentences to the list. Ask the learners to write the sentences on manuscript paper. Have the learners read the sentences.

I am John. I like to play ball.

Prepare an exercise similar to the one below. Place it on the chalkboard or on a worksheet. Direct the learners to copy the sentences and capitalize the pronoun I.

Write the word I in the space.

__ see a cat.

__ see a dog.

Criterion

The learner will capitalize the pronoun I with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Capitalization **Objective No.** 15

Objective Given a written assignment, the learner will capitalize the pronoun I.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Lead the learners in a discussion of capitalizing the pronoun I. Provide topics for written assignments which require the use of the pronoun I.

Who Am I?	Things I Like
How I Learned To Skate	What I Like in School

Direct the learners to select a topic and complete the writing assignment.

Use lessons, exercises. and procedures in the teacher's edition of the basal reader, or language arts book to provide additional experiences with this skill.

Encourage the learners to write articles, letters, stories, and poems for the school newspaper or to parents and friends, correctly using the pronoun I.

Criterion

The learner will capitalize the pronoun I with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

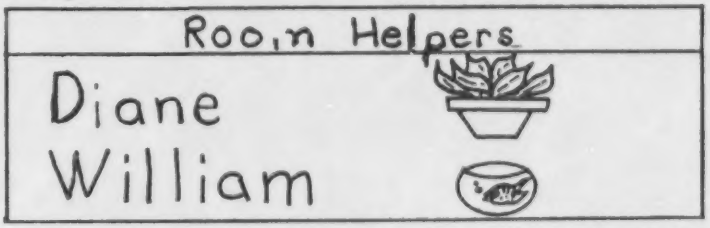
Subskill Fundamental Skills: Capitalization **Objective No.** 16

Objective Given a list of names, the learner will capitalize the first letter of each name.

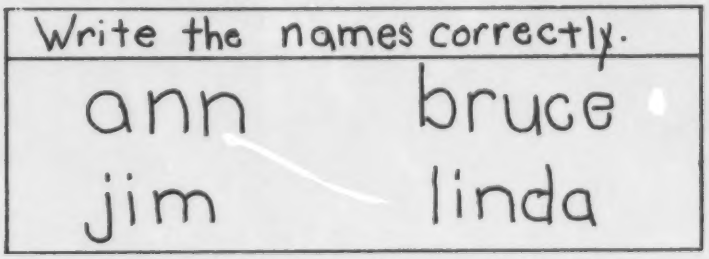
Cross Reference to Reading Objectives

Teaching/Learning Strategy

Make a room helper chart as shown below. Write various learners' names on the chart. Point out the capitalized first letter of each name and explain that it is always capitalized.



Place a list of names similar to the one given below on the chalkboard or worksheet. Direct the learners to copy the names and capitalize the first letter of each. Provide help, if necessary.



Direct the learners to compose a simple story about a friend. Remind them to use capital letters correctly. Correct and display their work.

Criterion

The learner will capitalize the first letter of a name with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Capitalization **Objective No.** 17

Objective Given a set of sentences, the learner will capitalize them correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Review the use of capital letters. Explain that the first word in each sentence must begin with a capital letter. Select a set of sentences from a familiar story. Write the sentences on the chalkboard, but omit the capital letters. Direct the learners to copy the sentences, adding capital letters as needed. Use sentences such as those provided below:

> i am a pine tree. i stand tall and straight. i like to grow in a big forest or on the side of a mountain.
>
> roger is six years old. he is in school. he likes school. miss conrad is his teacher.

Direct the learners to locate three simple sentences in a book or magazine. Tell them to copy the sentences but refrain from beginning them with a capital letter. Allow the learners to exchange papers and correct each other's sentences. Have them return the papers to the writers to check for corrections.

Answers: 1. I, I, I

2. Roger, He, He, Miss Conrad

Criterion

The learner will correctly capitalize sentences with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Punctuation **Objective No.** 18

Objective Given a set of declarative sentences, the learner will punctuate the sentences correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Instruct the learners in the use of punctuation for declarative sentences. Refer the learners to examples in their books and on suitable charts in the classroom. Lead a discussion of the concept and place examples on the chalkboard. Delete the periods, write the sentences on the chalkboard, and direct the learners to place the missing punctuation where it is needed. Use material similar to the story shown below. Direct the learners to supply the missing punctuation.

> I am an oak tree I am the king of the trees
> My leaves were green Soon they will be a
> deep red After that they will be dry and
> brown Then the wind will carry them away

Help the learners to proofread their written work. Allow them to make "before" and "after" examples similar to the examples provided below.

The Punctuation Fairy

Before	After
The tree stood in the forest	The tree stood in the forest.

Criterion

The learner will place a period at the end of a declarative sentence with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Punctuation **Objective No.** 19

Objective Given a set of interrogative sentences, the learner will punctuate the sentences correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Lead the learners in a discussion of interrogative sentences. Explain that an interrogative sentence asks a question and ends with a question mark. Point out several examples in written material. Ask the learners to locate suitable examples and share them with the group.

Select examples of such sentences from a reading selection. Leave out the question marks, place them on the chalkboard, and direct the learners to supply the missing punctuation. Use examples such as the following.

The Little Red Hen
Who will help me plant the wheat
Who will help me cut the wheat
Who will help me take the wheat to the mill
Who will help me bake the bread
Who will help me eat the bread

Ask the learners to find three examples of interrogative sentences. Have them write them on paper. Pair the learners. Allow them to exchange papers and punctuate the sentences correctly. Check the sentences for correct punctuation.

Criterion

The learner will place question marks at the end of interrogative sentences with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Punctuation **Objective No.** 20

Objective Given a set of interrogative and declarative sentences, the learner will supply the missing punctuation.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Select several declarative and interrogative sentences from a familiar reading selection. Place them on the chalkboard and omit the punctuation. Direct the learners to correctly punctuate the sentences. Provide a selection similar to the story written below:

One day a mouse accidentally ran across the paws
of a lion and awakened him
Why was the lion angry
Why didn't the lion eat the mouse
The mouse told the lion to let him go and he would
help him some day
What did the lion learn
Can you expect kindness to be returned

Criterion

The learner will place missing periods and question marks at the end of declarative and interrogative sentences with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

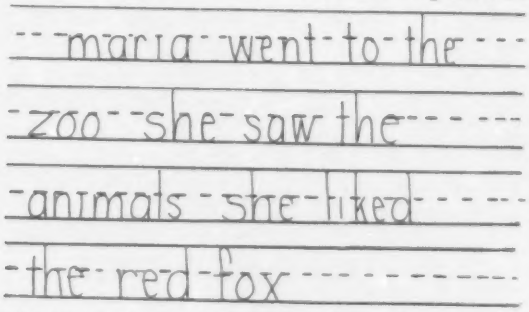
Subskill Fundamental Skills: Punctuation **Objective No.** 21

Objective Given a story with capitalization and punctuation missing, the learner will write it correctly.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Discuss the capitalization and punctuation of declarative and interrogative sentences. Select an appropriate story and delete the capitalization and punctuation. Place the story on the chalkboard as shown below. Direct the learners to write the story, using correct capitalization and punctuation.



Provide many writing experiences for the learners. Help them proofread and correct their work.

Answers:

Maria went to the zoo. She saw the animals. She liked the red fox.

Criterion

The learner will punctuate and capitalize a story with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Sentence Structure **Objective No.** 22

Objective Given an oral question, the learner will respond with a complete sentence.

Cross Reference to Reading Objectives CC6, CS17, CL24, DC4, DL4

Teaching/Learning Strategy

Encourage the learners to respond to oral questions with complete sentences. Write an interrogative sentence on the chalkboard similar to the following: What is your favorite toy? Read the sentence. Point out the capital letter at the beginning of the sentence and the question mark at the end of the sentence. Ask the learners to answer the question with a complete sentence. Lead a discussion of the responses.

Set aside a brief period of time during the day when everything must be said in complete sentences. Have the learners sit in a circle and have one act as keeper of the buzzer or bell. Select a leader to start the discussion by asking a question and selecting a learner to answer the question. Have the learner who responds call on another learner who may continue the discussion or ask another question. Have the learners who answer without using a sentence "buzzed" out. Provide an opportunity for each learner to participate in the discussion.

Emphasize the importance of answering all oral and written questions in complete sentences.

Emphasize this manner of responding to questions. Require learners to use this procedure in daily oral or written work.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Sentence Structure **Objective No.** 23

Objective Given a model of complete sentences, the learner will copy the model.

Cross Reference to Reading Objectives CC5, DC4

Teaching/Learning Strategy

Print two or three sentences on the chalkboard or present them through the use of the overhead projector. Direct the attention of the learners to each sentence by asking questions similar to the following:

How does each sentence begin?
How does it end?
Does the sentence tell you something?
What does it tell you?
Does the sentence ask you something?
What does it ask you?
Does the sentence express a complete thought?

Direct the learners to copy the sentences from the model and reread them silently. Check the learners' sentences and have them keep this model in their writing folders for future reference.

Criterion

The learner will copy sentences correctly from a model with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. _____	p. _____	p. _____
Nontextual	_____	p. _____	p. _____	p. _____
Reinforcement	_____	p. _____	p. _____	p. _____

Skill Writing **Level** CD

Subskill Fundamental Skills: Sentence Structure **Objective No.** 24

Objective Given experience with declarative and interrogative sentences, the learner will write examples of each sentence.

Cross Reference to Reading Objectives CC5, DC4

Teaching/Learning Strategy

Plan to provide the learners with many opportunities to write declarative and interrogative sentences at the chalkboard and on paper. Direct one learner to print an interrogative sentence on the chalkboard; then choose another learner to answer the question by writing a declarative sentence below it. Use the models provided below:

Who are you?
I am William.

What is your room number?
My room number is 112.

Prepare a worksheet that contains several interrogative sentences. Have the learners write declarative sentences to answer the questions.

Reverse this process by writing declarative sentences which require corresponding interrogative sentences as indicated below:

Halloween is my favorite holiday.
What is your favorite holiday?

Football is my favorite sport.
What is your favorite sport?

Divide the class into two groups. Direct each group to write questions for the other group on masters. Duplicate them to hand out to the opposite group, which then answers them on the sheet.

Criterion

The learner will write simple declarative and interrogative sentences with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Vocabulary **Objective No.** 25

Objective Given oral experiences with new words, the learner will use the new words in writing assignments.

Cross Reference to Reading Objectives

CS4, DS25

Teaching/Learning Strategy

Emphasize vocabulary development in each subject area. Display and update representative vocabulary picture/lists in a prominent location. Refer the learners to these models when they are in need of new words. Use the following vocabulary lists as models for written assignments.

Our Bird Unit	Health Words	Our Friends
robin	teeth	policeman
nest	skin	fireman
blue jay	soap	nurse
migration	wash	doctor

Encourage the use of picture dictionaries to aid in spelling and using new words. Provide opportunities for practice with picture dictionaries in small group situations.

List words encountered in radio programs, television shows, and stories. Encourage the learners to bring in new words or categories to add to the vocabulary lists.

Direct the learners to use at least one new word each day. Help them to keep a list of such words in a notebook or a writing folder. Allow them to explain, illustrate, or share new words with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 26

Objective Given a picture dictionary, the learner will locate a designated word and read the definition.

Cross Reference to Reading Objectives

CS4, DS25

Teaching/Learning Strategy

Set up a wall picture dictionary using large charts. Add new words to the charts as they are introduced. Include colors with color names, numerals with names, family members, classroom furniture names, action words, and words related to the content areas. Illustrate these words with pictures and encourage the use of these charts for written work.

PICTURE DICTIONARY

bear

A bear is a large animal with thick fur and long claws.

beaver

A beaver is an animal with a long, flat tail and sharp front teeth.

Distribute picture dictionaries and work together in locating words and reading the definitions orally. Encourage use of these words in written assignments.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 27

Objective Given a picture dictionary, the learner will list words by category.

Cross Reference to Reading Objectives

CS5, DS25

Teaching/Learning Strategy

Review the dictionary skills with the learners. Direct the learners to use the dictionary as a source to find and list words in categories such as the following:

Pets	Food	Furniture
bird	apple	bed
cat	bread	bookcase
dog	carrot	chair
hamster	egg	desk
rabbit	meat	table

Encourage the learners to find several words that are representative of each category. Have them write the words in a vocabulary book or on manuscript paper for placement in a writing folder. Ask the learners to illustrate the words as indicated in the lists above.

Prepare or select simple crossword puzzles and word scrambles from language arts materials. Allow the learners to complete the activities individually or in small groups.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Fundamental Skills: Dictionary Usage **Objective No.** 28

Objective Given a picture dictionary, the learner will check the spelling of words.

Cross Reference to Reading Objectives

CS5, DS25

Teaching/Learning Strategy

Place picture dictionaries in an accessible location. Allow the learner to use one when necessary. Provide one for each learner if possible.

Encourage the use of the dictionary as a source of spelling models for words that are used in writing projects.

Help the learners to refer to the dictionary when it is necessary to check spelling or word meaning. List frequently misspelled words on the chalkboard. Have the learners use dictionaries to check the correct spelling and write it on the chalkboard.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

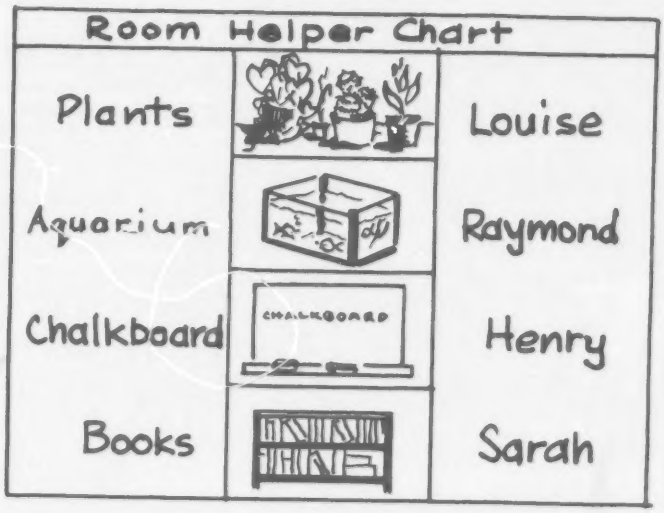
Subskill Practical Writing: Oral Practice and Readiness **Objective No.** 1

Objective Given a room helper chart, the learner will identify fellow classmates and room responsibilities.

Cross Reference to Reading Objectives CC1, DC8, DS15

Teaching/Learning Strategy

Provide a room helper chart listing various jobs learners may do to help the class. Discuss the responsibilities entailed in each job so that the learners will be aware of their duties. Have individual learners identify the responsibilities of classmates. Change this chart weekly to provide rotation of duty. Place photographs of the learners or pictures they draw of themselves next to the their names.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Oral Practice and Readiness **Objective No.** 2

Objective Given a calendar, the learner will follow time sequence in activities.

Cross Reference to Reading Objectives DS15

Teaching/Learning Strategy

Introduce the monthly calendar. Show the learners how to record weather, special events, and other pertinent information on it.

Construct a calendar grid on a flannel board. Distribute date numerals, days of the week, and month labels to the learners. Using a model of the current month, have them place their day of the week, month, or date tab in the right location. Start with Sunday and follow with succeeding days and weeks. Check carefully that the first of the month starts on the correct day of the week and that the numerals follow in consecutive order. Give learners a duplicate blank calendar on which to keep a record of the days of the week and the dates. Encourage the learners to note the weather on their calendars. Provide a room calendar with boxes large enough to note the weather and any special events, holidays, or birthdays.

Encourage the learner to use commercially prepared calendars. Construct a bulletin board of many types of calendars. Ask the learner to bring calendars from home to place on the bulletin board. Have the learners keep a monthly calendar of events in their writing folders.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Dictating and Recording Information **Objective No.** 3

Objective Given appropriate materials, the learner will prepare a scrapbook.

Cross Reference to Reading Objectives CC2

Teaching/Learning Strategy

Discuss various subjects that would be appropriate for a scrapbook, such as--

- toys
- valentines
- foods
- baby pictures
- vacation pictures
- airplanes

Encourage the learners to collect pictures on a particular subject and paste them on paper. Have the learners organize the pictures according to likenesses and differences. Show them how to write a label and a descriptive sentence about each picture. Help them write titles for their scrapbooks.

Make a class catalog. Look at various catalogs from department stores, discount stores, and other businesses, and discuss the things needed to make a catalog complete. Form groups and let each group assemble one area of the catalog, such as toys, women's clothes, and furniture. Provide uniform pages so that when it is assembled, it will be neat and easily handled. Make sure the learners supply a description, price, and catalog number for each item. Have learners fill out orders for items on a teacher-supplied order blank. Use this activity to provide practice in skill in dealing with money.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.____	p.____	p.____
Nontextual	p.____	p.____	p.____
Reinforcement	p.____	p.____	p.____

Skill Writing **Level** CD

Subskill Practical Writing: Dictating and Recording Information **Objective No.** 4

Objective Given tasting parties, the learner will describe the tastes.

Cross Reference to Reading Objectives CC20

Teaching/Learning Strategy

Provide opportunities for the learners to taste such foods as the following at tasting parties and to describe the tastes.

popcorn	fruits
butter	vegetables

Encourage the learners to use various descriptive terms as a means of enriching their functional vocabulary. Provide appropriate terms such as the following:

hot	creamy	sour
smooth	sweet	hard
colorful	crunchy	spicy

Encourage the learners to use such terms in their own writing by listing the descriptive words on charts and displaying them prominently in the room.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Dictating and Recording Information **Objective No.** 5

Objective Given a variety of objects, the learner will describe the

Cross Reference to Reading Objectives CC20

Teaching/Learning Strategy

Provide objects which represent various textures, such as--

cotton	sponge	wax
wood	fur	plastic
nails	steel wool	felt

Allow the learners to touch, rub, and manipulate each item as they describe the object. Encourage the use of new descriptive words.

Place the names of the items on cards or label them with tags on which the descriptive words are printed. Place these in an area where the learner may feel them and read the descriptive words. Encourage use of these new words in written projects in which they are appropriate.

Put a piece of cotton in each of several vials. Place on each such things as vanilla, cinnamon, perfume, cocoa powder, coffee, and tea. Have the learners identify the contents of the vials by smelling. Label the vials appropriately.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Dictating and Recording Information **Objective No.** 6

Objective Given an oral expression situation, the learner will relate personal experiences in complete sentences.

Cross Reference to Reading Objectives

AW22, CC6

Teaching/Learning Strategy

Show the learners an object that is related to a personal experience, such as a seashell from a vacation trip or a gift from a friend. Discuss the meaning and purpose of the object.

Ask the learners to bring something that relates to a personal experience. Have them name the object and tell where they got it and how the object relates to their experience. Have the other learners observe the object and ask questions concerning it. Set aside a particular period each week for relating personal experiences. Provide an opportunity for all the learners to relate their personal experiences.

Encourage learners to tell about things observed on the way to and from school, such as--

- the first robin
- snowflakes falling
- buds on a tree
- cars on the street
- friends along the way
- leaves turning color
- flowers on plants
- children playing games
- helpers along the way

Criterion

The learner will describe a personal experience in complete sentences. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

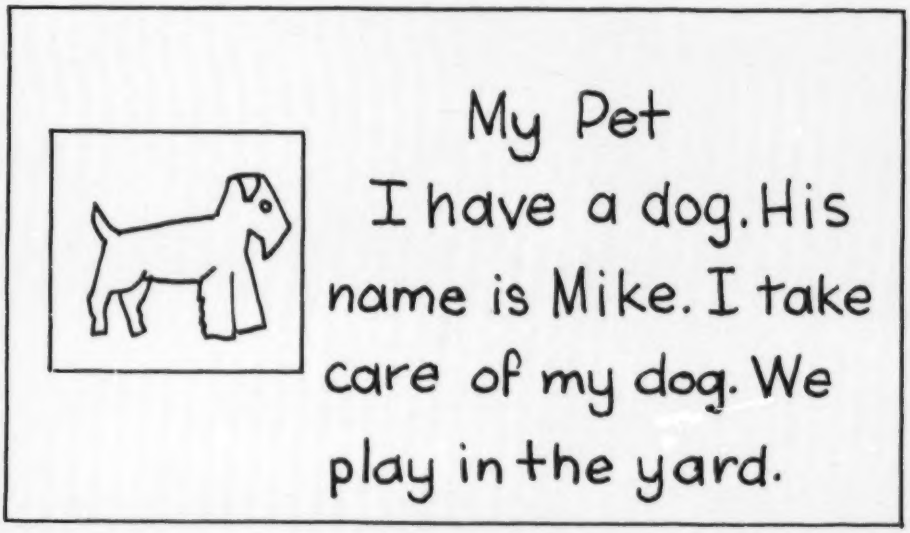
Subskill Practical Writing: Dictating and Recording Information **Objective No.** 7

Objective Given a picture, the learner will dictate a story about the picture.

Cross Reference to Reading Objectives BC27, CC6, CC21, DL12

Teaching/Learning Strategy

Provide various pictures in a picture file. Allow the learners to select one and dictate a story appropriate for that picture. Mount the picture and story on a piece of paper or chart and display it where the learners may refer to it freely. File the picture in a cardboard box and encourage the learners to contribute pictures to the file whenever they wish. Have the learners illustrate the story, using the picture or original art work. Use magazines, old books, charts, and newspapers as sources for the file.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level CD

Subskill Practical Writing:
Dictating and Recording Information

Objective No. 8

Objective Given a culminating activity of a unit of study, the learner will dictate appropriate information.

Cross Reference to Reading Objectives CW18, CC6, CC9, DW12

Teaching/Learning Strategy

Plan room arrangements conducive to freedom of expression. Have centers of interest include--

art exhibits
science displays
writing center
language center
listening center
reading center

Use a culminating activity in a content area, such as science, social studies, guidance, or health, to review the concepts learned. Encourage the learners to dictate information and construct charts or books to be made a permanent part of the class library.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Alphabetizing **Objective No.** 9

Objective Given a set of alphabet cards, the learner will arrange them in order.

Cross Reference to Reading Objectives CS1, DS23

Teaching/Learning Strategy

Provide experience in alphabetizing groups of letters before asking a learner to arrange the entire alphabet sequentially.

Provide a set of alphabet cards for the learner to arrange. Use alphabet cards made on a duplicator, produced commercially, or hand printed by the teacher. Show upper- and lower-case letters together to form the habit of associating the two.

Provide each learner in the group with a set of alphabet cards to use in this project.

Criterion

The learner will arrange a set of alphabet cards into alphabetical sequence with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Alphabetizing **Objective No.** 10

Objective Given a list of sight words, the learner will arrange them in alphabetical order.

Cross Reference to Reading Objectives CS1, DS28

Teaching/Learning Strategy

Prepare a list of words the learner has encountered during reading. Place these words on cards or print them on a worksheet to be cut out by the learner. Direct the learner to paste these words in alphabetical order on a piece of manila paper or any blank paper.

Name _____

Word	Alphabetical Order	Picture
table		
house		
glass		
chair		
shoe		

Criterion

The learner will arrange the given words into alphabetical order with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Alphabetizing **Objective No.** 11

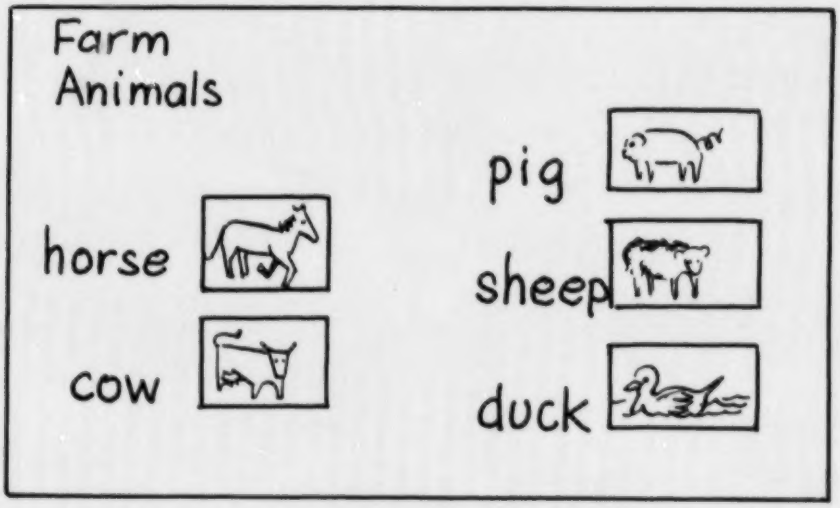
Objective Given a list of familiar words, the learner will copy them in alphabetical order.

Cross Reference to Reading Objectives CS1, DS28

Teaching/Learning Strategy

Provide a list of familiar words on a worksheet or on the chalkboard. Utilize some words taken from reading sight vocabulary, words from content areas, or any other words familiar to the learners.

Direct the learners to copy these words in alphabetical order on the lines provided.



Criterion

The learner will write a list of words in alphabetical order, using a model with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Alphabetizing **Objective No.** 12

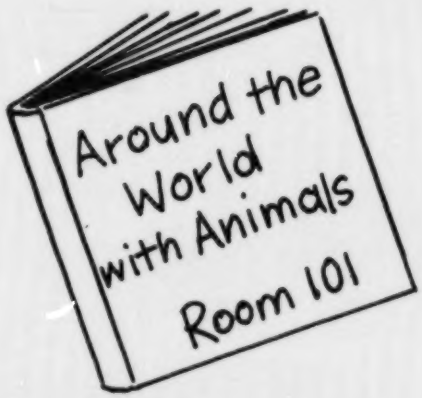
Objective Following a unit of study in science or social studies, the learner will make an alphabetically-sequenced booklet of related items.

Cross Reference to Reading Objectives CS1, DS20

Teaching/Learning Strategy

Use the unit entitled "Animals from All Over the World," from the Curriculum Guide for Social Studies, Primary One, published by the Board of Education of the City of Chicago.

Collect pictures of animals, environmental characteristics (tropics, jungle, desert, arctic, mountains), zoo houses (mammal, primate, reptile, cat), continents (from maps), and other related items. Assemble these, paste them onto paper, label them, and bind them in alphabetical order. Have the learners use these booklets as an aid in writing projects.



Criterion

The learner will assemble and sequence alphabetically a unit booklet with 80 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Sequence **Objective No.** 13

Objective Given a common personal experience, the learner will dictate sequential events in the experience.

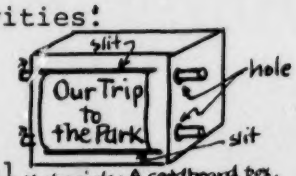
Cross Reference to Reading Objectives CC12, DC7

Teaching/Learning Strategy

Allow the learners to help plan a class excursion within the school or community, either walking or by bus. (Contact the school office about required procedures.) Discuss safety precautions fully.

Discuss the following planning and preparatory activities:

filling out forms
writing notes
calling the proposed site
preparing parental permission notes
inquiring about necessary equipment and material
assembling equipment and material.



Materials: A cardboard box, two long cardboard tubes, paper, tape, tempera paint (to paint the box).

Discuss ways to record the experience for reference later. Utilize drawings, charts, and booklets. Stress the written form as a good source to help remember events. Construct a class trip "television set" to combine drawings and writing. Use a cardboard box, two long cardboard tubes, paper, tape, and tempera paint to paint the box.

Have each learner decide what part of the trip he/she wishes to illustrate. Have each learner dictate a sentence which is printed on the bottom of a blank sheet of duplicator paper. Ask the learner to draw a picture for the sentence. Assemble the pictures into sequential order and tape them together. Tape each of the rolls to one cardboard tube which has been inserted into holes in the sides of the box. Have the class view the story by rotating the tube.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level CD

Subskill Practical Writing: Sequence

Objective No. 14

Objective Given a class activity, the learner will sequentially relate the steps in the activity.

Cross Reference to Reading Objectives CC12, DC7

Teaching/Learning Strategy

Help learners to relate sequentially the steps taken in a class activity, such as--

a fire drill
a science experiment
an excursion.

Have the learners recall what they did, step-by-step. Print these steps on the chalkboard and number them sequentially.

Science Experiment

Title _____

1. What do we want to discover?
2. What did we use to do so?
3. What did we do?
4. What happened?
5. What did we learn?

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Sequence **Objective No.** 15

Objective Given a series of pictures for a story, the learner will arrange them sequentially and dictate the main idea.

Cross Reference to Reading Objectives

CC12, DC7

Teaching/Learning Strategy

Provide sets of illustrations for particular stories or commercially prepared puzzles based on a sequence of events. Have learners assemble the pictures sequentially and dictate the main idea.

Provide worksheets with pictures of an event on the top. Have the learner number the sequence and dictate an appropriate sentence for the set of pictures. Provide two or three examples on one worksheet in sequential order and in mixed-up order.

Joan picked flowers for her mother.

Criterion

The learner will number the sequential order and dictate an appropriate sentence with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level CD

Subskill Practical Writing: Sequence

Objective No. 16

Objective Given a set of sentences, the learner will arrange them in sequential order.

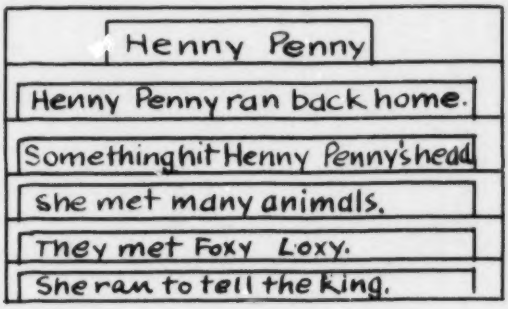
Cross Reference to Reading Objectives

CC12, DC7

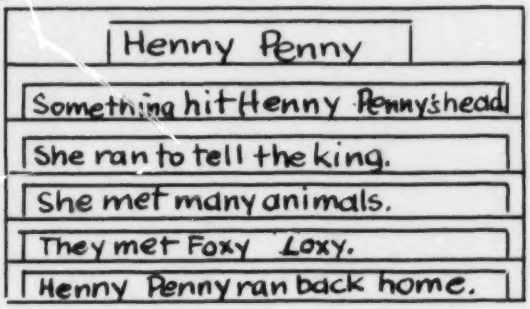
Teaching/Learning Strategy

Provide the title of a familiar story on a sentence strip and place it in a pocket chart. Provide sentences from the story printed on sentence strips and hold them up, one at a time. Have the group read these orally and place them in the pocket chart, out of sequential order. Call one learner up to rearrange them in sequential order. Number these on the back and place them in the Language Center of the room for the learners to use during free time. Plan to do two or three stories in one session, depending on the maturity of the group.

1.


Henny Penny
Henny Penny ran back home.
Something hit Henny Penny's head
She met many animals.
They met Foxy Loxy.
She ran to tell the king.

2.


Henny Penny
Something hit Henny Penny's head
She ran to tell the king.
She met many animals.
They met Foxy Loxy.
Henny Penny ran back home.

Criterion

The learner will rearrange sentences in sequential order with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Sequence **Objective No.** 17

Objective Given a set of sentences, the learner will number them in sequential order and write an appropriate following sentence.

Cross Reference to Reading Objectives CC12, DC7

Teaching/Learning Strategy

Provide a worksheet with two or three sentences printed on it. Start with the sentences in sequential order and then mix the order. Instruct the learner to number the sequential order of the sentences given and supply the next sentence.

Number the sentences in correct order.

(1) Tom ran fast.
(2) He fell down.
(3) Tom got hurt.

---

(2) I will be seven years old on my next birthday.
(1) I am six years old now.
(3) I will have a birthday party.

Criterion

The learner will number sentences in sequence and write an appropriate sentence to end the story with 80 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Record Keeping **Objective No.** 13

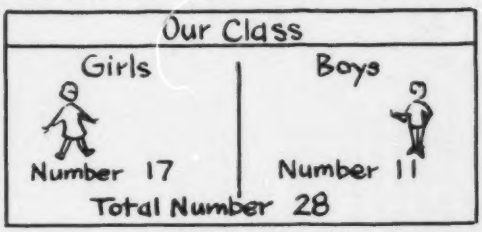
Objective Given data and a picture graph, the learner will write the information on the graph.

Cross Reference to Reading Objectives DS15, DS18, DS19

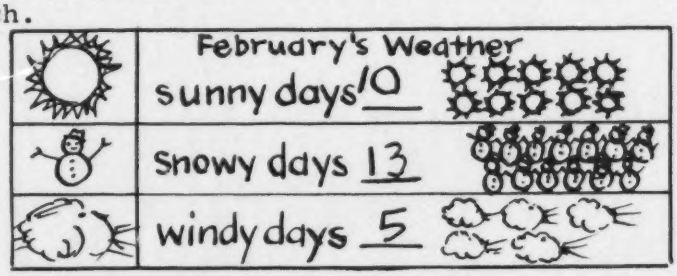
Teaching/Learning Strategy

Provide many opportunities to construct class picture graphs, using data available in the room or in units of study.

Make a graph showing the number of boys and girls in the room. Provide a chart entitled "Our Class" and labeled "Boys" and "Girls." Ask each learner to draw himself on the chart. Count the pictures and print the totals at the bottom.



Provide a worksheet with categories of weather supplied. Have each learner consult the weather calendar and graph the weather with pictures. Count the incidences of weather occurrences and print the totals for each.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing

Level CD

Subskill Practical Writing: Record Keeping

Objective No. 19

Objective Given experiences, the learner will record appropriate information.

Cross Reference to Reading Objectives CS13, CS16

Teaching/Learning Strategy

Acquaint the learners with record keeping and data gathering. Demonstrate the record keeping process, using a monthly attendance chart. Place an attendance chart on a bulletin board. Direct the learners to mark a check (✓) next to their names when they come to school each day. Have them count the number of checks after their names at the end of each month. Check to see if the learners' totals agree with the teacher's monthly record of attendance.

Encourage the learners to keep a record of books they read, similar to the following:

Fall 1980

Books Read in September

	Title	Author
1.		
2.		
3.		
4.		
5.		

_____
Student

_____
Parent

Encourage the learners to read for recreational purposes. Provide various creative opportunities for them to report on their reading. Use some of the following books for recreational reading:

(Continued)

OBJECTIVE NO. CD19 (cont.)

Recommended Titles*

LEVELS ABCD

Bethell, Jean	Hooray for Henry
Bonsell, Crosby	The Day I Had To Play with My Sister
Bonsell, Crosby	Mine's the Best
Cole, Joanna	Chick Hatches
Doss, Helen	All the Better To Bite With
Flack, Marjorie	Ask Mr. Bear
Freedman, Russell	Animal Games
Gurney, Nancy	The King, the Mice, and the Cheese
Hawkinson, Lucy	Days I Like
Hutchins, Pat	Rosie's Walk
Jacobs, Leland	April Fool
Jacobs, Leland	Playtime in the City
Keats, Ezra Jack	Snowy Day
LeSieg, Theo	The Ten Apples Up on Top
Lexau, Joan	I Should Have Stayed in Bed
Lobel, Arnold	Small Pig
McClintock, Mike	A Fly Went By
McInnes, John	Who Ever Heard of a Tiger in a Three
McKie, Ray	Snow
Maestro, Betsy	Where Is My Friend?
Modset, Joan L.	Who Took the Farmer's Hat?
Pape, Donna	Taffy Finds A Halloween Witch
Petie, Haris	The Seed the Squirrel Dropped
Seuss, Dr.	One Fish, Two Fish, Red Fish, Blue Fish
Simon, Norma	What Do I Say?
Spier, Peter	Fast-Slow-High-Low
Stanek, Muriel	I Am Here
Wolcott, Patty	Pickle, Pickle, Pickle Juice

*Board of Education of the City of Chicago, Summer Recreational Reading Program, 1978.

Criterion

The learner will record appropriate information. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p._____	p._____	p._____
Nontextual _____	p._____	p._____	p._____
Reinforcement _____	p._____	p._____	p._____

Skill Writing **Level** CD

Subskill Practical Writing: Record Keeping **Objective No.** 20

Objective Given a unit assignment in science or social studies, the learner will record information using drawings, diagrams, exhibits, and stories.

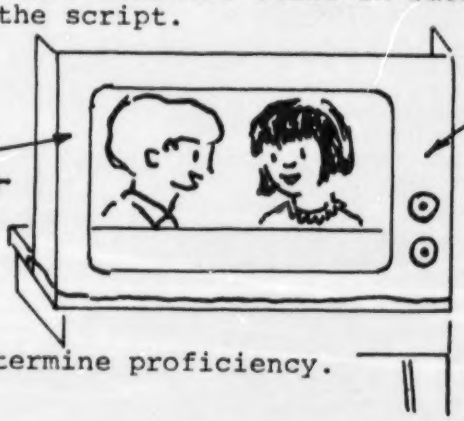
Cross Reference to Reading Objectives DS15, DS18, DS19

Teaching/Learning Strategy

Show films, read books and poems, and show pictures related to units of instruction to serve as motivation for discussion. Stimulate ideas for topics about which to write, draw a mural, make a diorama, or arrange an exhibit. Decide on a theme and encourage the learners to choose the means of expression they feel suits their needs. Assemble the projects into a room exhibit and invite other rooms or parents to see the display. Use themes similar to the following:

Community People Who Help Us
Where Foods Come From
Importance of Transportation.

Help a committee write a television show script on one phase of the unit. Construct a large "television" in which to reenact the script for an audience. Wrap this around a table or desk and secure it with tape. Have learners stand in back of the "television" to act out the script.



Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Record Keeping **Objective No.** 21

Objective Given a worksheet in a content area, the learner will read the material with guidance and record the information required.

Cross Reference to Reading Objectives DC4, DS15, DS18, DS19

Teaching/Learning Strategy

Prepare worksheets related to units of study. Have each group of learners read worksheets orally without pencils. Answer any questions; demonstrate on the chalkboard or overhead projector when necessary. Have learners keep their evaluated papers in a unit folder which is kept in the appropriate center until reporting time or until the unit is finished.

Use unit "Knowing Our Animal Friends," from the Curriculum Guide for Science, Kindergarten-Primary One, for completing this activity.

Name_____ Room____

Care of Young

Much Care	Some Care	No Care
robin	duck	turtle
squirrel	sheep	grasshopper
skunk	chicken	butterfly
bee	porcupine	spider

Use this worksheet to provide a reference list of the names of animals discussed in the unit which can serve as a model for writing the words. Illustrate with pictures so that the learner will copy the name of the animal correctly.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual_____	p.____	p.____	p.____
Nontextual_____	p.____	p.____	p.____
Reinforcement_____	p.____	p.____	p.____

Skill Writing **Level** CD

Subskill Practical Writing: Record Keeping **Objective No.** 22

Objective Given a media presentation related to a unit of study, the learner will write an explanation of the film and contribute to a group diorama.

Cross Reference to Reading Objectives CC5, CC21, CC24, DC19

Teaching/Learning Strategy

Show films or filmstrips related to a unit of instruction to serve as motivation for oral and written assignments. Encourage learners to write an explanation about the film. Provide materials for learners to construct a diorama using information from the film.

Select a unit of study, such as "Becoming Aware of Spring Changes in Plants and Animals," from the Curriculum Guide for Science, Kindergarten - 1 published by the Chicago Board of Education. Use various media presentations to help the learners see the orderly process of life throughout the seasons. Emphasize the changes that occur in spring.

Direct the learners to write an explanation of a media presentation related to spring changes in plants and animals. Provide an opportunity for the learners to share their explanations in small groups.

Direct each group to prepare a diorama, showing plants and animals in spring. Use themes, such as "The Trees in Spring," "Farm Animals in Spring," and "Springtime Birds."

Prepare a display of the learners explanations and dioramas. Invite parents, students, teachers, and principals to visit the display.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Outlining **Objective No.** 23

Objective Given a simple paragraph, the learner will identify the main idea and supporting ideas.

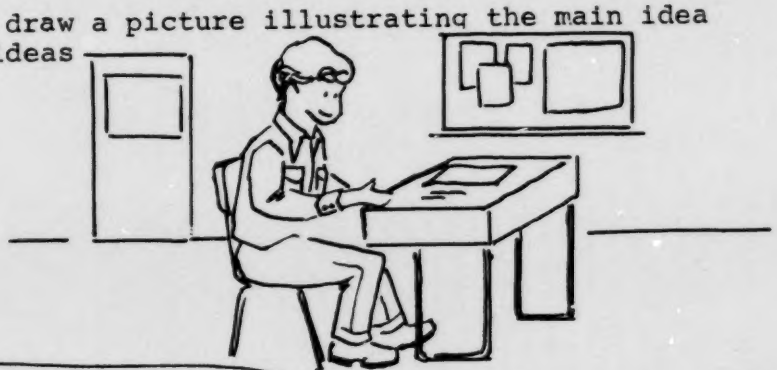
Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read together the following paragraph and discuss the main idea; then discuss what other ideas are contained which develop the main idea further. Provide a printed copy and direct the learner to circle the main idea and underline the supporting ideas.

> It was Jeffrey's first day at school. He was a little frightened. He wore his best clothes and new shoes. When he got there, he was feeling much better.

Ask the learners to draw a picture illustrating the main idea and the supporting ideas



Answer

It was Jeffrey's first day at school. He was a little frightened. He wore his best clothes and new shoes. When he got there, he was feeling much better.

Criterion

The learner will identify the main idea and supporting ideas in a paragraph with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Outlining **Objective No.** 24

Objective Given a simple paragraph, the learner will write the main idea and two supporting ideas.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Provide a paragraph on a worksheet or the overhead projector. Read it together with the class. Direct the learner to write the main idea and two supporting ideas from the selection.

> It was Martin's birthday. He was smiley and happy. Today friends would come to his party. He would have cake and open presents. It was a great day.

Provide many experiences in recognizing main and supporting ideas. Use reading and content area materials. Place an appropriate paragraph selection on the chalkboard. Ask the learners to silently read the paragraph selection. Lead a discussion of the paragraph related to identifying the main idea of the selection. Point out how it is the main or central thought of the paragraph. Show how it is substantiated by the supporting ideas.

Ask the learners to silently read the above paragraph. Direct them to write the main idea and supporting ideas.

Answer

Main idea: Today is Martin's birthday.
Supporting ideas: He would have a party. He would eat cake. He would open presents.

Criterion

The learner will write the main idea and two supporting ideas from a paragraph. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Letters **Objective No.** 25

Objective Given an occasion requiring invitations, the learner will write a simple invitation.

Cross Reference to Reading Objectives CC5

Teaching/Learning Strategy

Provide a situation for learners to invite others into the classroom or school. Use opportunities such as--

- an assembly program
- a party
- a puppet show
- an art exhibit
- an open house

Provide a model of the form of an invitation, and ask each learner to write his/her own, using that format.

May 21, 1980

Dear Mrs. Turner's Class,

Our class read a book called Animal Party. We are giving a puppet show about it. It will be on Thursday at two o'clock. Please come to our show.

Your friends,

Mrs Mug's Class

Provide a list of words on the chalkboard that the learner may need to use in this project. Correct the draft and stress legibility so that the person receiving it will be able to read it.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Letters **Objective No.** 26

Objective Given the format for a friendly letter, the learner will dictate and copy a simple letter.

Cross Reference to Reading Objectives CC5

Teaching/Learning Strategy

Provide extensive experiences in composing group letters orally. Stress the proper format and allow the learners to trace models of letters they composed.

Use a school activity, such as a science project to encourage the learners to write friendly letters. Have them request material for the project in writing as indicated in the example below. Explain the format used in the example. Stress the importance of neatness and legibility as well as using the correct format. Have the learners copy the letter on manuscript paper and use it as a model when writing friendly letters.

February 1, 1980

Dear Aunt Kay,
I am preparing a report on animals.
May I please use one of your books?
Love,
David

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Letters **Objective No.** 27

Objective Given a writing project, the learner will write a thank you letter.

Cross Reference to Reading Objectives CC5

Teaching/Learning Strategy

Provide many opportunities for the learner to participate in the composition of group thank you letters. Provide opportunities for each learner to dictate and copy his/her own thank you letter.

Plan a lesson in which the learners compose a thank you letter. Stress the importance of using the correct format as indicated in the suggested model below. Remind the learners to use neat legible handwriting and to spell all the words correctly.

May 21, 1981

Dear Laura,

Thank you for the yellow sweater.
It is my favorite birthday present.

Your friend,

Tina

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Practical Writing: Letters **Objective No.** 28

Objective Given a discussion of a letter of request, the learner will contribute to the development of a group letter.

Cross Reference to Reading Objectives AW22, CC5

Teaching/Learning Strategy

Direct discussion and questions which will guide the learner to understand that business letters are written to--

make requests
obtain answers to questions
order needed materials.

Have the group orally compose a letter to a museum, company, or reference source requesting information that is related to a unit of study in the content areas. Write the letter, discuss it, and then send it through the mail. Use the suggested model letter below. Send it with a cover letter from the school to the Field Museum of Natural History.

March 16, 1980

Dear Mr. James,

Our class is studying animals. Please send us information on how to order experience boxes on this topic.

Sincerely,
Mrs. Soo's Class

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Oral Practice and Readiness **Objective No.** 1

Objective Given auditory narrative presentations, the learner will retell and dramatize the stories.

Cross Reference to Reading Objectives CC4, CC5, CC6, CC21, CL23, CL24, DL27, DL29

Teaching/Learning Strategy

Read many stories to the class and encourage them to retell the stories. Have the learners discuss the order of events in the stories and special features of each character. Encourage them to take the part of characters in the story and tell the story again, acting out the part. Provide necessary materials to assist the learners in retelling and dramatizing the stories. **Include stories such as the following:** The Three Billy Goats Gruff, Son of the Long One, Rumpelstiltskin, and Allah Will Provide.

Read the following story to the learners. Direct them to retell and dramatize the story.

Night Sounds
by Ron Smith

One night when everyone in my family was asleep, I got up to get a drink of water. When I got back to my room I heard a sound by my windowsill. I looked and there was nothing there, so I went back to bed. After I had gotten under my covers I heard it again...peck, peck, peck. I rushed to my windowsill --nothing there. I went back to bed and buried my head under the blankets. I heard it again! It got louder, louder, louder, even louder and then loudest. I got so scared I was shaking. I turned on my light and BINGO! I caught it. It was only a bird eating a worm.

From The Green Taste of Life, published by the Chicago Board of Education.

Criterion

The learner will retell and dramatize familiar stories. **Teacher judgment will determine proficiency.**

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 2

Objective Given a room bulletin board, the learner will contribute a title and captions orally.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Construct a room bulletin board based on a unit of study.

Arrange the pictures and then plan a group discussion on captions and a title. Ask the learners to dictate titles and captions for the bulletin board. Write the suggestions on the chalkboard or a chart. Have the learners select an appropriate title and captions from the suggested list. Provide a learner with a sentence strip and a felt tip pen. Have the learner print the title or caption on the sentence strip and staple it on the bulletin board. Provide a model to copy, if needed.

Criterion

The learner will write captions and titles for bulletin boards with 100 percent accuracy.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Sentences, Captions, and Titles **Objective No.** 3

Objective Given auditory experience with stories and poems, the learner will add descriptive modifiers orally to sentences.

Cross Reference to Reading Objectives

CL8, DL12

Teaching/Learning Strategy

Provide stories and poems that illustrate picturesque language and point out the word pictures. Use materials such as the following poem:

The Robin by Susan Werner

When I awoke this morning
I knew it must be nearly spring.
For in the court outside my window
I heard a robin sing.

It was just a chirp and not
A robin's cheerful song;
So I looked in all the trees,
Thinking, "Perhaps I'm wrong."

But there he was upon the grass,
Hopping cheerfully around.
And though it's cold and wet outside,
I'm encouraged by his sound.

You've come back North too soon,
You foolish little bird!
But still I'm glad to hear
The first spring song I've heard.

From Freckled Fantasies, published by the Board of Education of the City of Chicago.

Write a sentence on the chalkboard and direct the learners to supply modifiers to give a more descriptive picture as indicated below.

The boy met a dog.
The little, red-haired boy met a large, shaggy dog with black and white hair.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual	p.	p.	p.
Nontextual	p.	p.	p.
Reinforcement	p.	p.	p.

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 4

Objective Given a personal experience, the learner will write his emotional reactions.

Cross Reference to Reading Objectives

CC19, CL25, CL26, DC9, DL30, DL31

Teaching/Learning Strategy

Replace the "Show and Tell" period with an occasional "I Am Happy," or "I Am Sad" period. Have learners volunteer to relate an experience which causes emotional reactions. Read examples of stories and poems which depict emotional experiences. Use realistic fiction or biographies so that the learners can equate the writing to their own lives. Use examples of this type of writing which are available in literature readers and library books currently in the school. Use examples such as--

Oscar the Selfish Octopus by John Barrett, published by Human Sciences Press, 1978.
A New Mother for Martha by Phyllis Green, published by Human Sciences Press, 1978.
My Name Is Emily by Morse Hamilton, published by Morrow, 1979.

Discuss emotions and how people react to life experiences. Discuss writing a story depicting one emotion caused by a personal experience. Try to convey this emotion so that the learners will relate the emotion to a personal experience. Use sentence starters similar to the following to help the learners begin their writing:

My happiest birthday was ...
I cried when ...
The day my mother brought home my new baby sister/brother ...

Criterion

Teacher judgment will determine profiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p._____	p._____	p._____
Nontextual	_____	p._____	p._____	p._____
Reinforcement	_____	p._____	p._____	p._____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 5

Objective Given pictures illustrating imaginative situations, the learner will write a story or poem about a situation.

Cross Reference to Reading Objectives CC19, CC20, CL26, DC13, DL27, DL31

Teaching/Learning Strategy

Provide pictures illustrating imaginary situations and encourage each learner to write what he/she believes is happening. Use pictures from magazines, newspapers, literature books, and content area material.

Show films with multiple endings or no endings and have the learners write an appropriate ending. Stop any film of a story and ask the learners to write an ending.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 6

Objective Given a room newspaper, the learner will write reports on news events.

Cross Reference to Reading Objectives CC6, CC12, DC7

Teaching/Learning Strategy

Use a room newspaper as a means of encouraging learners to write original stories. Provide a newspaper space on the bulletin board, experience charts, or chalkboard. Categorize the news by titles such as the following:

Sky News for weather reports
Happy Birthday to report family birthdays
Batter Up for sports reports
Pet Corner for news about pets.

Start with emphasis upon communication through any form: pictures, photos, or writing. Change the emphasis gradually to written expression.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 7

Objective Given suggested titles, the learner will write simple stories.

Cross Reference to Reading Objectives CC6, CL13, DL31

Teaching/Learning Strategy

Provide titles that relate to personal experiences of the learners. Include the following suggested titles:

The Zoo	My Birthday Party	My Friend
Halloween	Our Back Yard	Valentines

Use pictures, films, filmstrips, and other materials related to the topics to help the learners recall their experiences in these areas. Have the learners form small groups related to topics in order to share personal experiences.

Direct the learners to write simple stories on topics supplied. Allow the learners to share their stories with the group.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

	Title	Teacher's Edition	Learner's Edition	Workbook
Textual	_____	p. ____	p. ____	p. ____
Nontextual	_____	p. ____	p. ____	p. ____
Reinforcement	_____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 8

Objective Given auditory experiences with poetry, the learner will give the missing rhyming word orally.

Cross Reference to Reading Objectives

CL5, DL5

Teaching/Learning Strategy

Encourage learners to express themselves in rhyme. Read the Dr. Seuss books as examples of stories written in rhyme. Read various types of poems illustrating rhyme and encourage the learners to join in on repeated words. Pause as you read and allow the learners to supply the rhyming word. Use such poems as the following:

Shoes by Toni Robinson
Shop Windows by Rose Fyleman
The Toll Taker by Patricia Hubbell
Animals by Kristi Wiard, as quoted below.

My favorite animal is a duck;
They always seem to bring me __(1)__.
But then I like raccoons, of course,
And rabbits, possums, and even a __(2)__.

Outside my house there's lots of things,
Little bugs with little __(3)__.
I have two squirrels in my house,
Gerbils, rats, and my white __(4)__.
But when I'm with them I never sigh,
And now it's time to say good-by. Good-by!

From The Green Taste of Life, published by the Board of Education of the City of Chicago.

Answers

1. luck 2. horse 3. wings 4. mouse

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 9

Objective Given auditory experiences with poetry, the learner will write a simple poem.

Cross Reference to Reading Objectives CL5, CL8, CL15, DL5, DL12, DL16

Teaching/Learning Strategy

Read poetry to the learners frequently. Encourage the learners to memorize favorite short poems.

Provide simple couplets which learners can use as patterns for writing original two-line poems.

Jimmy is tall,
Standing on a wall.

Direct the learners to read their poetry aloud to fully appreciate the rhythm and rhyme.

Encourage each learner to add his/her poem to a room poetry book and supply an appropriate drawing.

Criterion

The learner will write rhymes of at least two sentences with 100 percent accuracy.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 10

Objective Given auditory experiences with poetry, the learner will write a simple poem.

Cross Reference to Reading Objectives DL17

Teaching/Learning Strategy

Read poems in which the rhythm and/or word sounds fit the theme of the selection. Use poems that contain words such as the following to imitate sounds made by animals or objects: bow-wow, buzz-buzz, clang-clang, honk-honk, ding-dong, beep-beep, or tick-tock.

Place the following Mother Goose poem on a chart.

Hickory, dickory, dock
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

Discuss the rhythm of the poem. Have the learners clap the rhythm while they read the poem with the teacher. Point out the words hickory, dickory, dock and show how they fit the theme of the selection.

Help the learners write a simple poem. Guide them to select a theme and to identify words that fit the theme. Write the poem on a chart. Have the learners read the poem. Ask them to illustrate the poem.

Criterion

The learner will write a simple poem. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual_____	p._____	p._____	p._____
Nontextual_____	p._____	p._____	p._____
Reinforcement_____	p._____	p._____	p._____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 11

Objective Given instruction, the learner will contribute to the creation of a poem.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read several poems related to a specific theme, such as animals, nature, or friends. Use the poems below as examples of selections with an animal theme.

Brandy*
by Kevin Lynch

I have a little dog named Brandy,
He jumps on me and takes my candy,
He chews my shoes,
And tears my clothes,
Then wakes me up,
With his cold, wet nose.

Zoo Animals*
by Eddis Stevenson

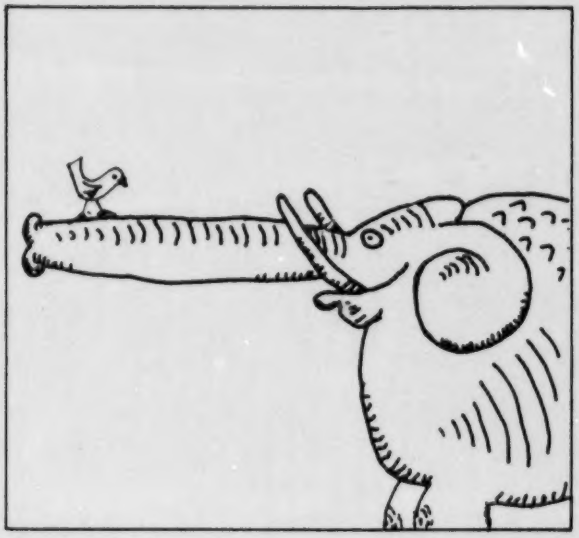
I like zoo animals.
Lion cubs are playful, soft and bright,
But when they grow up they might fight.
Do you like zoo animals?
I hope you do.
Because if there weren't any animals
We couldn't go to the zoo!

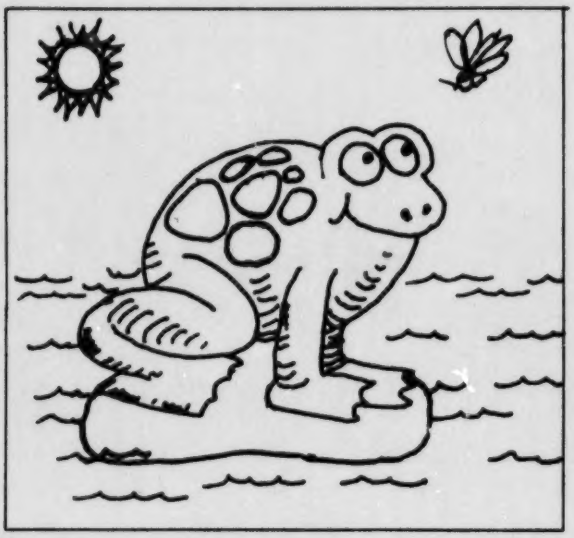
Discuss the poems with the learners. Ask them questions about the animals and rhyming words in each poem. Have the learners clap the rhythm of the poems while the teacher reads them.

*From The Green Taste of Life, published by the Board of Education of the City of Chicago, 1977.

(Continued)

OBJECTIVE NO. CD11 (cont.)





Place several interesting pictures of animals on a bulletin board. Have the learners select a picture. Encourage the learners to contribute their ideas about the animal in the picture to the class. Write their ideas on a chart or the chalkboard. Help the learners use the ideas to create a poem. Write the poem on a chart and have the learners illustrate it. Provide an opportunity for the learners to read the poem in small groups. Use the poem as a choral reading selection in an assembly program.

REMEMBER: To facilitate the learners' interpretation of a poem, practice your oral reading of a selection.

Criterion

The learner will contribute to the creation of a poem. Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Skill Writing **Level** CD

Subskill Creative Writing: Stories, Poetry, Plays, and/or Scripts **Objective No.** 12

Objective Given auditory experience with riddles, the learner will write simple riddles.

Cross Reference to Reading Objectives

Teaching/Learning Strategy

Read riddles to the learners and ask unit questions in the form of riddles.

Use the following riddles from Mother Goose:

As round as an apple, as deep as a cup,
And all the king's horses can't fill it up. (a well)

Higher than a house,
Higher than a tree,
Oh! Whatever can that be? (a star)

Lives in winter,
Dies in summer,
And grows with its roots upward! (an icicle)

Old Mother Twitchett had but one eye,
And a long tail which she let fly;
And every time she went through a gap,
A bit of her tail she left in a trap. (a needle and thread)

Direct the learners to write their own riddles and copy these into a room Riddle Book. Place this book in the Language Center.

Criterion

Teacher judgment will determine proficiency.

SKILL MATERIALS

Title	Teacher's Edition	Learner's Edition	Workbook
Textual _____	p. ____	p. ____	p. ____
Nontextual _____	p. ____	p. ____	p. ____
Reinforcement _____	p. ____	p. ____	p. ____

Appendix

SUGGESTED ELEMENTARY SCHOOL

TIME DISTRIBUTION FOR LANGUAGE ARTS

SUBJECT AREAS	WEEKLY TIME DISTRIBUTION IN MINUTES							
	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8
Language Arts (Listening, Speaking, Writing, Reading, Spelling, Handwriting)	820	800	625	500	460	400	300	300
Library Science	60	60	60	80	80	80	80	80
Foreign Language*	80	80	145	145	145	145	145	145

*If foreign languages are not included in the instructional program of the local elementary school, this time may be used for additional language arts instruction.

A LANGUAGE ARTS CHECKLIST FOR ELEMENTARY TEACHERS

_____ I am aware of the facets of communication that are embraced in the language arts curriculum.

_____ I am able to explain the interrelationship of listening, speaking, reading, and writing.

_____ I understand how learners develop preschool language skills and how this development influences language instruction.

_____ I know how to integrate language arts instruction into the school day.

_____ I am aware of varied methods and strategies that may be used for effective language arts instruction.

_____ I know how to select and use language arts materials.

_____ I understand how to use differentiated grouping patterns in all language arts areas.

_____ I understand how to correlate instruction in the four language arts areas.

_____ I am aware of the important role that readiness plays at all levels of language arts instruction.

_____ I know how to develop oral language skills.

_____ I understand how to teach listening comprehension skills.

_____ I understand the mechanics involved in teaching handwriting.

_____ I am aware of the difference between practical and creative writing.

_____ I know techniques and strategies for teaching reading.

_____ I am able to communicate effectively with parents regarding the language arts program.

_____ I am aware of the National Council of Teachers of English and have read some of their publications as well as other professional language arts materials.

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This certificate is awarded to

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For Excellence in Handwriting

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Principal

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Teacher

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Date

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TEACHER EVALUATION FORM

Curriculum Guide in Communication Arts
for the Elementary School, Grade One

Teacher_____ School_____ Grade____

Please complete this evaluation form. Your comments and suggestions will be used in revising the curriculum guide.

Rate the following items:	Excellent	Good	Fair	Poor
Suitability of the format				
Adequacy of the scope and sequence of the objectives				
Usefulness of the teaching strategies				
Relevance of the suggested activities				
Appropriateness of the evaluation criteria				

Comments:

Please mail questionnaire to--

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